

FINAL REPORTS

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Teaching in a Language  
other than English in the  
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Hurley-Wilson VI

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The Teaching of and Teaching in a Language other than  
English in the Provinces of Ontario, Manitoba, Saskatchewan,  
Alberta, and British Columbia: PRECIS

Prepared by:

J.R. Hurley and W.T.R. Wilson

For: Professor H.B. Neatby,

Royal Commission on Bilingualism and Biculturalism,

August 1965.





I: ONTARIO.

This study was divided into two parts, the first of which dealt with the schools for pupils whose mother tongue was French.

i) French had always been a language of instruction in a good number of elementary schools in areas where French was the predominate language. Various Departmental regulations had been passed to deal with the situation but the one which gave rise to the most heated controversy was the Regulation 17 issued in June of 1912. It severely restricted the use of French as a language of instruction although its application was to be limited to elementary schools which in the opinion of the Minister were neglecting the instruction of English. In the years between 1912 and 1927 when the Regulation was effectively annulled, French Canadians of the province and many businessmen and academics sympathetic to their grievances petitioned, lobbied and fought in the courts to have this Regulation repealed. The newly formed l'Association Canadienne-Française d'Education d'Ontario along with the Unity League, an organization of prominent non-Catholics of the province did much to bring about the desired change.

Finally in 1925 the Government of Ontario announced the appointment of a commission of enquiry to investigate the conditions in schools attended by French-speaking pupils. This study, the Merchant-Scott-Côté Report, submitted in 1927, brought about a complete change in the approach to the teaching of French language children. Recommendations affecting the language of instruction teacher training, inspection of the schools, and library facilities were among those implemented by the Department.

French-Canadian educational authorities were enthusiastic about the report and a spirit of co-operation on the part of all involved in its application resulted in a very marked change from the atmosphere of hostility that had prevailed before 1927. Since that time various minor alterations have taken place, but none of great significance.

The present facilities provided by the province for pupils whose



- 2 -

II: OBTAINING

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Language Department regulations had been passed in 1911 which provided that the one who gave rise to the most heated controversy was the regulation by which in 1911 it was decided that the use of French as a language of instruction although the regulation was in fact limited to elementary schools which in the opinion of the Minister were

necessary for the instruction of English. In the years between 1911 and 1917 when the regulation was effectively amended, French Canadian of the province and many businessmen and educators expressed their opposition

to the regulation, and in the course of time this opposition grew. The newly formed Association Canadienne-Francaise d'Education d'Ontario, an organization of prominent non-French Canadian of the province had been set up about the year 1917.

It was in 1917 that the Government of Ontario announced the appointment of a committee of inquiry to investigate the conditions in schools attended by French-speaking pupils. This inquiry, the Merchant-Côté-Gibb report, submitted in 1927, brought about a complete change in the approach to the teaching of French language children. Recommendations affecting the language of instruction, teacher training, inspection of the schools, and history teaching were among those implemented by the Department.

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The present facilities provided by the province for pupils whose



mother tongue is French are as follows:

a) at the elementary school level (grades one to eight or ten inclusive) permission will be granted to use French as the principal language of instruction. In such cases, it is the general practice to use French as the sole language of instruction from Kindergarten to grade three and to introduce English as a second language when grade three pupils have completed the first school term. Both French and English are languages of instruction from that point with the time being divided approximately evenly between the two from the grade eight level on. Many Separate schools take advantage of the permission granted under the Act to operate elementary schools for pupils in grades nine and ten; their number has increased since the bringing into effect of the Foundation Tax Plan - a new and equitable grant system for public and separate schools in the province announced in February 1963.

b) At the high school level, the province offers a "Special French" course which leads to a separate senior matriculation examination for pupils who are graduates of the bilingual elementary schools. Regulations now permit the use of French as the language of instruction for Latin and History and Geography.

c) There are two normal schools for preparation of French language elementary school teachers, one at Ottawa University, the other at Laurentian University (opened 1963).

ii) During the latter half of the last century a combination of factors governed what languages were taught in the elementary and secondary schools of the province, attended by English language pupils. For a good many years there was considerable opinion in favour of the traditional emphasis on study of the classics. This, combined with University of Toronto entrance requirements which stressed Greek and Latin made it difficult for modern language instruction to get a strong foothold. The passing of the Education Act of 1871 changed the situation somewhat, and by 1881 there were more students studying French than Latin.







The ascendancy of French and German continued until the First Great War when there was a most remarkable drop in the number of students studying German in the high schools. The inverse was the result as far as French was concerned; by 1918, seventy-eight per cent of the students in the high schools were studying that language.

Spanish and then Italian were introduced during this period but neither fared very well.

The Royal Commission on Education for Ontario (Hope Commission) brought down its report in 1950, but it was completely shelved and its sweeping recommendations were never implemented.

During the nineteen-fifties there was much debate in educational circles about the merits of instruction in modern languages, techniques to use, and the school level at which instruction should be introduced. Ontario operates a permissive system at the elementary level, so that the teaching of French at the present moment is far from uniform either in respect to levels at which it is introduced or in respect to the methods used. Local boards must receive permission each year to operate their elementary French programmes, although after September 1966 this will no longer be necessary for grades seven and eight when French becomes classified as an optional subject at that level. In the high school the curriculum may include French, German, Italian, Spanish and Russian (and Latin and Greek). Senior matriculation examinations are given in all of these subjects.



The following is a list of the names of the persons who have been

admitted to the office of the Secretary of the State of New York

since the first of January, 1880, and the names of the persons who

have been admitted to the office of the Secretary of the State of New York

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## II: MANITOBA

The Manitoba Act of 1870 created a province that was to be officially bilingual. This character of the province was manifest in the School Act of the following year, in which it was declared that the duties of the Board of Education were to include the selection of "books, maps and globes to be used in the Common Schools, due regard being had in such selections to the choice of English books, maps and globes, for the English Schools, and French, for the French Schools." Again, in the University of Manitoba Act of 1880, s. XX the province gave the University certain powers of subordinate legislation for university affairs, "provided always, that it shall be lawful that the examination for any degree to be conferred by the University, may be answered by the candidate in either the English or French language."

Two major changes occurred in the public school system of Manitoba in 1890. First of all, the Department of Education Act abolished the bicephalic Board of Education which had led to the establishment of Protestant and Catholic public schools. The Public Schools Act, which followed, created non-sectarian system in which no religious exercises would be permitted, other than at the end of the school day, and with the consent of the parents involved; Catholic school districts reverted to the public school system. Since most of the Catholic schools at the time were French Canadian, the new law in effect prejudiced the use of French in the public schools of the province. In the ensuing conflict, the issues of religion and language became thoroughly enmeshed. Finally, Prime Minister Laurier and Premier Greenway managed to arrive at a compromise, which was ratified in the "Act to Amend the Schools Act" of 1897. According to this Act, half an hour at the end of each day might be allotted for religious instruction, where so authorized, and where there were 40 or more Catholic children in an urban school, or 25 in a rural school, or where there were the same number of non-Catholic children, the parents or guardians of such children might petition the trustees for the employment of a Catholic or non-Catholic teacher. Section 10 of the same Act provided that "when ten of the pupils in any school speak the French language, or any language other than English, as their native language, the teaching





of such pupils shall be conducted in French, or such other language, and English upon the bilingual system." Unfortunately, no definition of the "bilingual system" was given.

The provisions were originally designed for the use of the French and German-speaking inhabitants of the province, but the thousands of immigrants who arrived from central Europe at the turn of the century also made the legal demand for the privilege of using their own language in the elementary schools. The scholastic situation in the province grew progressively more complex as the population became more heterogeneous, and the lack of compulsory school attendance did little to help the situation. In 1912, Coldwell, the Minister of Education, introduced certain amendments to the Act in order to clarify the situation respecting the hiring of teachers belonging to various religious denominations, but refrained from introducing a compulsory education clause. The educational issue was held responsible for Premier Roblin's reduced majority after the elections of 1914. The Roblin Government resigned in May 1915 after the report of the Perdue Commission, which had just confirmed charges of corruption in the Government.

The new premier, Norris, delivered an Address to the House on January 12th, 1916, in which he told of poor school attendance in the province and of linguistic conflicts in mixed settlements. Although the Winnipeg Free Press, in advocating the abolition of linguistic privileges, had pleaded for the retention of French rights, the Government, in presenting its solution, decided to repeal all linguistic rights. This was done in the "Act to further amend 'The Public Schools Act'," to which assent was given on March 10th, 1916.

It is interesting to note that there was no statutory provision for any language of instruction in the Public Schools of Manitoba from 1916 until 1952. In the "Act Respecting Public Schools" of 1952, it was provided that English be the language of instruction in all public schools, while a language other than English might be used, where authorized by the board of trustees of a district, during a period authorized for religious teaching, during a period authorized in the programme of studies for the teaching of a language other than English, and before and after school hours. All languages other than English, then, were reduced to the same status in the public schools of the province, except for where a programme of studies in any given language might be authorized under the regulations of the Department of Education.





The only languages other than English, legally permitted in the secondary school after 1916 were Latin, Greek, French, German, Icelandic, and Swedish. The latter two, which had been placed on the curriculum in 1904 and in 1909 respectively, were of highly limited application. Icelandic was taught at Gimli until 1931. German declined greatly in popularity after the First World War. The University of Manitoba, in 1918, required matriculation in one of four languages (Latin, Greek, French or German) for university entrance. French became by far the most popular, and has retained this position over the years.

After 1916, the French Canadians, the Mennonites, and the Ukrainians sought to preserve their respective languages and cultures. The French Canadians were aided by certain 'understandings' with the Department of Education, which permitted the use of French as the language of instruction during the elementary grades in a few of the closely-segregated French-speaking districts.

Two private organizations, l'Association d'Education des Canadiens français du Manitoba and The Manitoba Mennonite Education Association, have had an important influence upon language instruction. With the tacit approval of the Department these groups have provided materials, in-service meetings for teachers, and even inspection of classroom teaching for predominantly French and German-speaking sections of Manitoba. The Government recently approved a special programme of instruction in the French language, entitled Français and destined for French-speaking students.

French as a second language in Manitoba was introduced, in certain cases, at the Grade VII level, following complaints towards the end of the First World War about the poor results then being achieved in such instruction. In 1954, permission was granted to commence French instruction, where so desired, at the Grade IV level.

The Royal Commission on Education of 1959 recommended that permission be granted for the teaching of conversational French or German as a subject of instruction from Grade I in all schools where a qualified instructor might be available. During the past year, the decision was made to offer French in Grade I. German is still offered no lower than Grade VII according to the programme, although some schools introduce it in Grade I. There is no official





programme for children of German origin similar to that available to the French speaking. The result has been a certain amount of confusion in the upper grades, where students following the high school programme in German have had unequal previous training in the language.

Currently, there are five language programmes being offered in Manitoba public schools other than English: French, Latin, German, Français, and Ukrainian.





### III: SASKATCHEWAN

When the Province of Saskatchewan was created in 1905, the educational provisions of Chapters 29 and 30 of the North West Territories Ordinances for 1901 were made binding upon the new province. The primary object of retaining the Ordinances was to preserve separate school rights for denominational minorities, whether Protestant or Catholic, and to permit one half hour of religious instruction at the end of the school day. Section 136 of Chapter 29 provided that English be the language of instruction in all schools, although it was possible for the board of any district to cause a primary course to be taught in the French language. It was further stipulated that any language other than English might be taught by a competent instructor, where requested by the board of a district, to those students whose parents or guardians desired that they receive such instruction and would defray the costs of it. Such instruction in a language other than English was in no way to supersede or interfere with the regular curriculum. Departmental regulations limited such language instruction to the period from three to four o'clock, at the end of the school day. The extent of the 'primary course' in French was not defined by statute, but it was the understanding of the Saskatchewan government that the right extended only to the first and second 'grades'.

These provisions were reasserted in Section 177 of the School Act of 1915. As the First World War progressed, however, xenophobia spread across Saskatchewan and pressure was applied to the Government to adopt a policy of one flag and one language. In 1918, Premier Martin introduced an amendment to the School Act, abolishing instruction in languages other than French or English, and defining the duration of the 'primary course' in French, which was now restricted to the first year of the elementary school. Mr. Martin, in proposing the amendment, offered statistics to show that relatively little use of the linguistic provisions had been made by linguistic minorities other than the French-speaking. However, the opening clause, providing that "no language other than English shall be taught during school hours", was apparently interpreted as meaning that such languages might be taught after school hours, but without public financial assistance. In the debate of 1918, Premier Martin maintained that most of the non-English-speaking elements in the Province were willing to learn English, with the exception of old colony Mennonites.





The Foght Survey of Education in Saskatchewan was published in 1918.

Foght, an American authority on rural education, seemed concerned with the need to modernize, to rationalize, and to 'Canadianize' the educational process in Saskatchewan. In his treatment of "Non-English Elements in the Educational System", Foght dealt with the colony Mennonites, to whom the secretary of the Federal Department of Agriculture had given assurance of school rights in 1873 with the colony Doukhobors, with the Ruthenians, and with the Germans, but not with the French-speaking residents of the province.

The linguistic and religious question in education was not a strongly controverted issue immediately after the Second World War. In the mid-1920's, however, issues of language and religion were once again brought into prominence. The election campaign of 1929 was fought on the education question. The Leader of the Opposition, Anderson, defeated Premier Gardiner with the open support of the Regina Star and the Loyal Orange Lodge, both of which were opposed to French Catholic education in Saskatchewan. Once elected, Anderson suppressed the exchange of teaching certificates with Quebec, which had led to the admission of about 200 teachers in the preceding ten years. In 1930, an amendment to the School Act was passed, forbidding the display of emblems of religious denominations in the public schools of Saskatchewan, and providing penalties for any infringements of the Act. A second amendment was passed in 1930, by which competency in English became a condition of eligibility for school trustees.

The current status of French in Saskatchewan dates from 1931. In that year, Premier Anderson's Government repealed the clause permitting a primary course of one year's duration to be given in French. The clause permitting a period not exceeding one hour in each school day for instructions in French language remained intact.

From 1902 until 1958, the French Canadian Association of the province prepared, organized, and supervised the special course in French for the French-speaking in grades I to XII inclusively, without public aid. In 1960-61, the Department of Education announced in its Annual Report that recognition had been accorded to 'Association French' in Grades XI and XII, according to the provisions of which, papers were prepared and marked by the Association Catholique Franco-Canadienne, under the supervision of the Department. Finally the Department





reported in 1963-64 that, in co-operation with the Association Catholique Franco-Canadienne, a French course had been developed, printed, authorized for use, and distributed to schools in which French was taught from Grades I-XII in accordance with Section 203 of the School Act.

In 1965 the Government of the province decided to appoint a Supervisor of French instruction who will also be responsible for inspecting the teaching of the Association's course, which is now part of the official curriculum. The Association's course is taught in about fifty publicly supported schools throughout the province, largely in rural areas, and currently about 4,900 students are following the course. The Collège de Gravelbourg, the only private French Catholic school in the province, does not follow the Association's course.

Both regular French and Français are optional, yet course enrolment for the latter in grades 9, 10, 11 and 12 has risen from 470 to 864 during the period 1955-1965. In 1963-64, the Government decided to offer a regular French programme in grades 7 and 8, and in 1964 a special experiment was attempted in Saskatoon, where a special conversational French course was offered to students in grade 4.

In 1940, the School Division Act was passed by the Liberal Government, paving the way to the creation of larger school units, but no action was taken until 1944, when the new CCF Government decided to put the plan into operation. Creation of larger units started in 1946, subject at the end of a five year probationary period to a possible vote on a petition for disorganization. No larger school division has yet been disorganized, although 40% of the ratepayers casting their ballots in the Yorkton district in 1958 decided against retention of the larger unit. Certain leaders of the French-speaking community expressed dissatisfaction with the programme of consolidation because, whereas a French-speaking community might control a local public school board, such a board would come under the supervision of the larger school unit board after consolidation, and even in a consolidated Roman Catholic separate school district, there would be no guarantee that the French-speaking would have a significant voice in the direction of school affairs. Their principal complaint, however, is that wittingly or unwittingly the Department of Education, in drawing up larger school units does not appear to have given consideration to the regional grouping of the French-speaking. Such was the case in Bellegarde and Redvers.





The Government is reviewing the situation.

French and German were from the outset subjects for academic study in the high school programme of Saskatchewan, with French enjoying by far the greater popularity. In 1940, a new high school programme in French, placing greater emphasis on the spoken language, was introduced, and in 1949-50, the province introduced a radio programme for the benefit of those studying high school French. In 1960-61, Russian was introduced into Grades XI and XII. In 1961-62, the Department of Education announced that, following several years of close supervision of Ukrainian courses, the subject in question had been placed on the same basis as French and German in the high school course of studies. Two years later, courses in Ukrainian for Grades IX and X were added to the Correspondence programme, and arrangements were made for the Grade XI course to be added in 1964-65.





#### IV: ALBERTA

The legal dispositions in The Schools Act of Alberta (revised in 1955 and amended to 1963), respecting languages of instruction and languages of academic study, have remained basically unchanged since the foundation of the Province in 1905. According to Section 385 of the Act, all public schools shall be taught in English. Section 386, however, permits for a "primary course" to be taught in French were requested by the board of a divisional district; the board is further empowered to nominate a teacher to undertake such instruction. Section 387 stipulates that a board, subject to the regulations of the Department of Education, might employ a competent person to give instruction in "a language other than English" to pupils whose parents or guardians have signified a willingness that they should receive the same, and on the condition that the parents or guardians defray the costs of such instruction, which should in no way impinge upon the general programme of studies.

It was not until 1952 that the ministerial interpretation of the extent of the "primary course" in French was published in the Annual Report of the Department of Education, according to which French may be the sole language of instruction in Grade I, except for Oral English, which must be started during the first year; French may be used as the language of instruction for half of the school day in Grade II; in Grades III-IX, instruction in French may be given daily for one hour, where language study is the object of such instruction.

The Association Canadienne-française de l'Alberta has prepared a special course in French for French-speaking students from grade I to grade 12 inclusively. The Government has officially approved the first four years of the course, but the eight succeeding years are only recognized as a supplement to the regular course offered by the Department of Education. Examinations at all levels in the special French course are prepared and corrected by the Association, and no official credits are given for them. Of the 5,180 students following the special French course in Alberta last year, only 759 were enrolled in grades 9, 10, 11, and 12, as compared with 862 out of 4,900 in Saskatchewan. Only 77 wrote the special grade 12 examinations in Alberta, whereas 156 wrote the special grade 12 examination in Saskatchewan, which is recognized as an official credit. On the other hand, the Alberta Royal Commission on Education of 1959 noted that Grade IX Oral French and Grade X and XI conversational French (French 11 and 12) were primarily intended for and used by French-speaking communities.



One of the major problems besetting French-speaking Albertans, according to M. A. Déchesne, c.r., was that of the consolidation of school districts. Although most of the real powers of administration were transferred to the consolidated divisions, the smaller units, wherein the French-speaking element would have greater chances of electing commissioners, retained the power to demand religious instruction and the French programme.

For many years, the search for competent bilingual teachers acceptable to the Department of Education presented a perennial problem for the Franco-Albertans. During 1962-63 there was negotiated an arrangement, culminating in a signed agreement, involving Collège St-Jean of Edmonton, the University of Alberta, and the Minister of Education. The agreement provides that two years of a prescribed course may be taken at Collège St-Jean which, if followed by one year at the Faculty of Education at the University of Alberta, will lead to a teaching certificate, and both years taken at Collège St-Jean may be applied towards a B.Ed. degree.

Although only the French-speaking Albertans succeeded in having a comprehensive course in their language officially recognized, Section 387 of The Schools Act did permit instruction in any other language, subject to the regulations of the Department. Just prior to the First World War, a concerted attempt was made by a Ruthenian organization to attract young men from Manitoba and Saskatchewan to teach in Alberta schools. The attempt elicited little active co-operation on the part of the Department. Fletcher, the Supervisor of Foreign Settlements, observed in the Annual Report of 1913, "Your department, anticipating the conduct of this organization, immediately ruled that only qualified teachers, regardless of nationality, be allowed to take charge of schools under my supervision, so long as any were available, and instructed me to make this ruling effective." It was not until 1959 that Ukrainian was included in the official curriculum for the first time. By 1963, almost 200 students were taking Grade XI and Grade XII Ukrainian, and matriculation in Ukrainian was recognized by the University of Alberta for university entrance language requirements. The University itself offers courses in Ukrainian.





German was recognized, along with French, Latin, and Greek, as a subject of high school tuition from the earliest days of the Province, although it suffered the same handicaps as Ukrainian in public elementary schools. During the First World War, the popularity of the high school German courses fell considerably, and when anti-German feeling had died down, financial, administrative, and teaching difficulties militated against a rapid restoration of German to its former importance. In 1963, about 1,500 students were enrolled in the three year sequence of German for Grades X, XI, and XII.

The Department of Education, replying to the recommendations of the Royal Commission on Education in 1959 respecting standards in Hutterite schools, noted that "Schools in Hutterite colonies follow the regular course of studies approved by the Department for all schools in the province."

In 1942, the Annual Report of the Department of Education noted that, in view of the increased contacts between Canada and the Latin American countries, "it would seem that Spanish will have no less importance for Canadians than even French." Such does not appear to have been the verdict of history. Whether due to lack of student interest or to insufficient teaching personnel, it remains to be noted that total enrolment in Spanish for Grades X, XI, and XII in 1963 stood at 41 students. Latin has declined significantly from the position it enjoyed in the 1930's, and Greek is no longer being offered. French is by far the most popular second language and over 30,000 senior high school students were enrolled in French courses in 1963.

The Royal Commission on Education in Alberta, which reported in 1959, noted that where uneasiness was expressed by registrars of Canadian universities in other provinces about the performance of Alberta students after admission, it was almost always with respect to mathematics or languages other than English. The majority report of the Commission, after noting "that French should (and does) enjoy special status in our public schools generally", recommended that this same status be accorded to other languages representing the mother tongues of Albertan communities. The minority report dissented. The Government of Alberta in implementing the recommendations of the Commission, preferred to maintain the status quo respecting this question. Two recommendations of the Commission seemed to run in contrary directions. On the one hand it was suggested that the two-year sequence in French, Latin, and German be expanded into a three-year sequence for matriculation, and on the other it was recommended that instruction





in languages other than English (including French) be reduced to one-half hour per day from Grade III to Grade VI. The Government responded positively to the former recommendation and negatively to the latter.



V: BRITISH COLUMBIA

The first legal statement governing schools in the Province of British Columbia was the Public Schools Act, 1872 which provided that all schools operated under the provisions of the Act were to be "conducted upon strictly non-sectarian principles". No mention was made of the language of instruction, but one can presume that English alone was to be used.

First courses of study for high schools included Latin, French and Greek, with only Latin being compulsory.

In the period between 1940 and 1943 the Department of Education forecast in its Annual Report that after the war Spanish would very likely replace French as the most popular modern language and to that end they revised the content of the Spanish course. This forecast however, proved to be incorrect.

The Report of the Chant Royal Commission on Education (1960) dealt with a number of aspects of modern language instruction and the curriculum. Their most important comment with respect to the teaching of French was their conclusion that the arguments in favour of the early introduction of French at the elementary school level had not been convincing. They recommended that it be offered as an elective in grades eight to twelve.

The Department of Education had been carrying on an experimental programme in a few selected grade five and six classes since 1955-56. The result of the Commission recommendations and the experiment was the decision in 1960 to allow elementary school boards to offer French as an optional subject for average and above average pupils in grades six and seven, to make it virtually a compulsory subject for all pupils in grade eight, and to offer it as an elective in the high school programme. It is this arrangement which prevails at the present time.

Greek, Latin and Spanish continue to be optional subjects in grades nine to thirteen, and local boards may offer courses in Russian in any two consecutive years in grades ten to thirteen.

Parents who seek classroom instruction in French must send their children to one of the schools run by the French Roman Catholic parishes in the province.





The parishes are six in number, but not all are large enough to attempt to support a French language school. Being private institutions under provincial law, they do not receive grants of public funds and consequently the shortage of financial resources is their greatest handicap. Successive battles with the provincial government over this problem have been unsuccessful.

It would appear that French language authorities in this province have been more intransigent than compatriots elsewhere about the necessity of the link between religion and language in the education of their children and up until very recently they have been reluctant to sacrifice either the French or Roman Catholic nature of their system.

At the time of the last census some sixty-seven thousand persons registered as being of French ethnic origin; twenty-six thousand said their mother tongue was French. The latter is 1.60% of the total provincial population of 1,629,082.





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VI -1- Wilson

W. T. R. Wilson  
Prepared for  
Professor H. B. Neatby  
September 1964

THE TEACHING IN AND THE TEACHING OF LANGUAGES OTHER  
THAN ENGLISH IN THE PUBLICLY SUPPORTED  
SCHOOLS OF THE PROVINCE OF ONTARIO



## Introduction

This study proposes to trace the development of language instruction in the province of Ontario. In fact it must be two quite separate studies as the successive controversies which marked the history of schools for Ontarians of French language expression were for the most part independent of the problems of the schools attended by English language students. Consequently this paper will deal with two problems: a) how the Province responded to the language needs of its students whose mother tongue was French, and b) the circumstances under which the Province taught French (and other languages) to their students whose mother tongue was English.

### a) English-French and Bilingual Schools for students whose mother tongue is French

As directed, this study will not deal with the eventful period of the years before 1920, and in particular 1910 to 1920. These latter years are well documented in quite a few works, the best of which would be Groulx pp.202-236, Sissons pp. 69-113, the Hope Commission Report pp. 392-411, and Walker, pp. 228-310.<sup>1</sup> The latter is not only the most recent, but is also the most scholarly; it surpasses any of the other treatments by a good measure.

Arbitrarily the year 1920 has been chosen as the point of departure. To facilitate the picking up of threads at this date the principle events of the previous ten years are outlined below in point form.

1910 January 10-18      Congrès d'Education des Canadiens  
français d'Ontario at Ottawa. Attended  
by 1200 delegates, the French language

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<sup>1</sup>Groulx, Abbé Lionel, l'Enseignement Français au Canada, Tome II, Les Ecoles des Minorités, 1933.  
Sissons, C.B., Bilingual Schools in Canada, 1917.  
Royal Commission on Education in Ontario, 1950, Report.  
Walker, Franklin, Catholic Education and Politics in Ontario, 1964.





bishops of the province and numerous political figures among them Messrs. Laurier and Borden. The Congress founded "L'Association canadienne-française d'éducation d'Ontario".

March Meeting of Ontario's English language Roman Catholic bishops to discuss the problem of the pressures by French language bishops. Groulx states that they were worried a) that the French would compromise their attempts to secure better financial support from the province, and possibly b) about French expansion in the province.<sup>2</sup>

May 23 Exposure of letter from W. J. Hanna, Provincial Secretary of the Ontario Government to his Premier dealing with the interview with Msgr. Fallon, Bishop of London, Ontario.

November 2 Appointment of J. W. Merchant to report on the condition of English-French Schools in the province. The report was submitted February 8, 1912.

1911 May 2 Imperial Conference on Education, London England, with special emphasis on bilingual education.

1912 June 17 Regulation 17 issued by the Department of Education in its first form. The regulation was revised once in 1913 and again in 1915. It remained officially in force until December 31, 1944

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<sup>2</sup>Groulx, op. cit., p. 203, See also mention of a letter from Archbishop McEvay of Toronto to the Most Rev. L.N. Begin, Archbishop of Quebec, December 1910, which would tend to support Groulx's contention. This would be found in Walker, op. cit., pp. 256-257.





when it automatically expired owing to lack of Registration.

- 1913                      Founding of the newspaper in Ottawa, Le Droit.
- 1916 May 10-12        Ernest Lapointe amendment. The Bilingual Debate: House of Commons, Canada.
- 1916 September 8     "Commissio divinitus". Letter from His Holyness Pope Benedict XV to the Bishops of Canada.
- 1917                      Mackell vs Ottawa Separate Schools. Privy Council decision upholding the constitutionality of Regulation 17 and at the same time holding that Section 93 of the B.N.A. Act did not protect race or language in respect to education. "The class of persons to whom the right or privilege is reserved must, in their Lordships' opinion be a class of persons determined according to religious belief and not according to race or language."<sup>3</sup>
- 1918 June 7            "Litteris apostolicis". Letter from His Holyness Pope Benedict XV to the Bishops of Canada.

As it can be appreciated, the start of the nineteen twenties bore the markings of a long series of controversies. By 1920 the use of French as a medium of instruction for French language children was circumscribed by at least three regulations and instructions. The first, Regulation 12, was adopted originally on April 4, 1890 and had never been rescinded. The relevant part, Section 2, read:

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<sup>3</sup>Hope Report, p. 410.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document further states that regular audits are necessary to verify the accuracy of these records and to identify any discrepancies. It also mentions that proper record-keeping is essential for tax purposes and for providing a clear picture of the company's financial health to stakeholders.

The second part of the document outlines the procedures for handling cash and credit transactions. It specifies that cash transactions should be recorded immediately and that credit transactions should be recorded at the time of sale, with the amount due being noted. The document also discusses the importance of obtaining proper receipts for all transactions and the need to maintain a clear distinction between cash and credit sales. It further states that the company should have a policy in place for handling returns and refunds, and that all such transactions should be properly recorded and documented.

The third part of the document discusses the importance of maintaining accurate records of inventory. It states that the company should have a system in place for tracking the quantity and value of inventory at all times. This includes not only the raw materials used in production but also the finished goods. The document further states that regular inventory counts are necessary to ensure the accuracy of these records and to identify any discrepancies. It also mentions that proper inventory management is essential for ensuring that the company has enough stock to meet customer demand without overstocking.

The fourth part of the document discusses the importance of maintaining accurate records of fixed assets. It states that the company should have a system in place for tracking the acquisition, depreciation, and disposal of all fixed assets. This includes not only property and equipment but also vehicles and other long-term assets. The document further states that regular assessments of the value of these assets are necessary to ensure the accuracy of these records and to identify any discrepancies. It also mentions that proper record-keeping of fixed assets is essential for determining the company's net worth and for providing a clear picture of its financial position.

The fifth part of the document discusses the importance of maintaining accurate records of liabilities. It states that the company should have a system in place for tracking all liabilities, including accounts payable, loans, and other debts. The document further states that regular reviews of these liabilities are necessary to ensure the accuracy of these records and to identify any discrepancies. It also mentions that proper record-keeping of liabilities is essential for determining the company's financial obligations and for providing a clear picture of its financial position.

The sixth part of the document discusses the importance of maintaining accurate records of equity. It states that the company should have a system in place for tracking all equity transactions, including the issuance of shares, dividends, and other distributions. The document further states that regular reviews of these transactions are necessary to ensure the accuracy of these records and to identify any discrepancies. It also mentions that proper record-keeping of equity is essential for determining the company's ownership structure and for providing a clear picture of its financial position.

The seventh part of the document discusses the importance of maintaining accurate records of all other financial transactions. It states that the company should have a system in place for tracking all financial transactions, including interest income, interest expense, and other miscellaneous items. The document further states that regular reviews of these transactions are necessary to ensure the accuracy of these records and to identify any discrepancies. It also mentions that proper record-keeping of all financial transactions is essential for providing a complete and accurate picture of the company's financial performance.

"In school sections where the French or German language prevails, the board may, in addition to courses of study perscribed herein, require instruction to such pupils as directed by their parents or guardians to study either of these languages and in all such cases the authorized textbooks in French and German shall be used. But nothing herein contained shall be construed to mean that any of the textbooks prescribed for Public and Separate Schools shall be set aside because of the use of the authorized textbooks in French and German."<sup>4</sup>

The second was the clause on the Public Schools Act which was first introduced in 1901 and had not been effectively altered by subsequent revisions. Chapter 39, Section 80 read:

"It shall be the duty of every teacher of a public shhool, to ~~use~~ the English language in the instruction of the school and in all communications with the pupils in regard to discipline and the management of the school except where impracticable by reason of the pupil's not understanding English. Recitations requiring the use of a textbook may be conducted in the language of the texbook".<sup>5</sup>

The third Departmental regulation was the notorious Regulation 17 as issued August 1913.

Officially Regulation 17 was not to be operative until the Minister specifically declared it to be so. In a telegram to Mr. A. C. Macdonell, M. P. for South Toronto, which was read in the House of Commons during the bilingual Debate of May 1916, the Hon~~our~~able Howard Ferguson outlined the official position of the Ontario Government as to the circumstances under which Regualtion 17 would be applied. In short Regulation 12 would govern except in cases where the Minister determined that the teaching of English was being jeopardized.

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<sup>4</sup>Sissans, op. cit., p. 106. This regulation was to be officially rescinded in 1936. Hope Report, p. 431, para. 11.

<sup>5</sup>Statutes of Ontario 1901, Chapter 39, Section 80 (2).





"Regulation 17 is only made to apply to schools where it is found French children are not given proper opportunity to acquire knowledge of English. You will therefore see why it is that the particular schools and the number of them may change from year to year. Section 12, subsection (2) applies generally to all bilingual schools and provides that where French language prevails, inspector may permit use of French under certain restrictions, as provided. Necessarily the designated class which comes under Regulation 17, is excluded from those that come under Section 12, subsection (2)....."<sup>6</sup>

Teachers in the English-French schools were products of a variety of teacher training schemes, and qualifications varied considerably. Teachers could have any of the following qualifications after the requisite periods of study:

- i) First Class certificate: one year's attendance in a First-Class course at a provincial Normal School.
- ii) Second Class certificate: one year's attendance in a Second Class course at a Provincial Normal School.
- iii) English-French certificates, Grades B and C, valid for five and three years respectively after attendance for one year in the professional course or after two sessions at a summer Model School.

Temporary certificates were also granted under certain conditions to teachers without professional qualifications when no properly trained personnel were available.

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<sup>6</sup>Canada: Debates, May 11, 1916, pp. 3784-85.





The model schools were situated at Sturgeon Falls (established 1909), Sandwich (established 1912), Vankleek Hill (established 1913) and Embrun. Students attending these schools received travelling expenses and a living allowance while in attendance.

The arguments and controversies of the years 1920 to 1927 centered mainly around the continued application of Regulation 17 and during these years a number of Leagues and Associations made official utterances on, or held congresses to discuss the issue.

On February 2, 1922, a deputation headed by Senator N. A. Belcourt, representing the Ottawa Separate School Board, presented their position to the Provincial Government. This was followed by a circular letter issued by l'Association d'Education de l'Ontario saying that the English inspectors were trying to drive out Catholic manuals and the study of geography and history in French. <sup>7</sup>

That same year Dr. James L. Hughes and a number of other non-catholic people of prominence in the Province of Ontario formed the Unity League of Ontario with J. M. Godfrey as President.<sup>8</sup> They had as their object the promotion of "goodwill, better understanding, and more cordial co-operation between the French-and English-speaking people of Canada".<sup>9</sup> Three men were appointed to investigate the English-French schools of the province, one of whom was Dr. Hughes, an Orangeman and a public school inspector for forty years in Toronto. Dr. Hughes' report was made public in December 1922

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<sup>7</sup>Canadian Annual Review (CAR), 1922, p. 607.

<sup>8</sup>Groulx, op. cit., p. 234. "En 1923 elle comptait 150 membres actifs, tous, à l'exception d'un seul, recrutés dans les milieux non-catholiques, parmi les professeurs d'université, les députés, les professionnels, les journalistes, les hommes d'affaires."

<sup>9</sup>CAR, 1922



and produced, according to Groulx, "l'effet d'un coup de foudre".<sup>10</sup> "Non seulement le vieil inspecteur orgngiste y déclarait fort satisfaisant l'ensei~~gn~~ement de l'anglais dans les écoles franco-ontariennes, mais affirmait que ces écoles n'avaient rien à envier aux écoles des districts de langue anglaise".

During the week of March 12, 1923 the Bonne Entente League met in Toronto; among their functions was a luncheon arranged by His Honour the Lieutenant-Governor which was attended by, among others, nearly one hundred prominent businessmen from Montreal and the Province of Quebec. On April 15 in Ottawa there was a joint convention of the French-Canadian Congress and the Bilingual Teachers' Association of Ontario, Senator Belcourt played an important role in this latter gathering as he sought to organize them for the forthcoming provincial elections.<sup>11</sup>

In March of that year two prominent Orangemen, Dr. Hughes and Mr. H. C. Hocken, carried on a public correspondence on the subject of Regulation 17 and the French language in Canada. In answer to Mr. Hocken's contention that "the only way to peace is to be loyal to the constitution" whereby a settlement of all disputes between English and French was made - a settlement which did not give constitutional protection to language rights in education. Dr. Hughes replied, "As an Orangeman pledged to my Orange obligation to defend civil and religious liberty and to be just to Roman Catholics, I very sincerely regret that my Brother Hocken ..... tries to widen the breach between them, a breach which cannot be bridged until Regulation 17 is rescinded." <sup>12</sup>

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<sup>10</sup>A photocopy of this Report is now in the Commission Library.

<sup>11</sup>CAR 1923, p. 554.

<sup>12</sup>CAR 1923, pp. 556-557.





In London England, between June 25 and July 6, 1923 the Triennial Imperial Education Conference met and adopted several resolutions on the subject of bilingual education. A special committee made up of educationalists from a great number of Commonwealth countries and chaired by the Duke of York, determined upon six resolutions

i) Bilingual teaching within the British Empire necessarily implies as an aim, competent knowledge of English.

ii) the child's tongue on entry is best for preliminary stages of school education.

iii) a second language may be used as a medium of instruction as soon as the child has achieved a degree of proficiency to be able to profit.

iv) "In the case where the two languages are both highly developed and possess an adequate literary content, instruction in them should thenceforth proceed concurrently where the organization of the school permits throughout the whole second course."

v) a third language is not desirable before the secondary school stage.

vi) "Effective teaching of two languages - either as subjects or as media in a school - requires that adequate provision to that end be made in the teacher's course of training." <sup>13</sup>

Less than a year later, the Honourable L.A. Taschereau, Premier of the Province of Quebec, in addressing the Ontario Education Association, asked for a more favourable arrangement for the teaching of French in Ontario. Senator Belcourt once again spoke out against Regulation 17 when he addressed the Unity League of Ontario on November 12, 1924.

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<sup>13</sup>Imperial Education Conference; Great Britain, Parliamentary papers 1924, Vol. 9, p. 151.



Then on April 4, 1925 Mr. A. Belanger, the member for Russell County in the Ontario Legislature presented a resolution to the Ontario House asking for a change of policy towards the teaching of French. In reply the Honourable Howard Ferguson announced the appointment of a committee to further investigate the conditions in the schools attended by French-speaking pupils.

"DR. F. W. Merchant, Chief Director of Education for Ontario - who made the enquiry between November 1900, and February 1912. Judge Scott of Perth, and Louis Côté, Barrister, of Ottawa were appointed to inquire into the conditions of the schools attended by French-speaking pupils and to report upon "the efficiency of the pupils in the English and French languages ..... the efficiency of the schools, means for improving the instruction, and plans for securing a more constant supply of qualified teachers."14

This committee of enquiry made "an exhaustive study of the condition of 330 schools containing 843 classrooms, all of which were visited. Of these schools, 215 were "English-French" public and Roman Catholic separate schools under the supervision of special inspectors known as "English-French School Inspectors" and the remainder were public and Roman Catholic separate schools under the regular county, district or separate school inspectors, in which provision had been made for the teaching of French". 15

The committee submitted its report to the Minister on August 26, 1927. On the whole its position was conciliatory to the desires of the French-speaking population. "In general the chief remedies suggested by the committee were: proper and adequate inspection of English-French schools; closer personal supervision; and better-trained teachers".16

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14H6pe Report, p. 411.

16Ibid, p. 412.

15Ibid, p. 411.





Among the recommendations of the report was one which said that "certain options be allowed French-speaking candidates in both entrance requirements and the course of study at the Normal Schools".<sup>17</sup> The purposes of these courses would be fourfold:

- i) to bring secondary schools into closer contact with elementary schools.
- ii) to provide continuous training in French.
- iii) to provide the proper kind of training for those who wished to become teachers in schools attended by French-speaking children.
- iv) to induce a larger number of French-speaking students to enter secondary schools.

The Government of the Province very quickly implemented many of the recommendations of the report. The progress made can best be appreciated by looking at the Annual Reports of the Minister of Education. The series of excerpts from Reports of the years 1927 to 1933 appended to this document would suggest that the plan was a considerable success. Apparently the levels of teacher and pupil achievement never stopped climbing over these years.<sup>18</sup>

It is difficult to determine the overall aims of the Department of Education with respect to the teaching of French language children during the years up to 1927. On reading the Act and the governing regulations one would conclude that the concern was to adapt the student whose mother tongue was French to the norms of the system used in the schools which were not

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<sup>17</sup>Ibid, p. 417.

<sup>18</sup>See Appendix I.

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English-French or Bilingual and the concessions such as permission to teach in French during the primary years were made simply on the basis of practical necessity. There appears to be no evidence that one of the primary concerns of the Department was to assure that French language students be given a firm grounding in their mother tongue. The letter appointing Dr. Merchant to the 1925 Commission might seem to belie this conclusion in that the Minister of Education, G. H. Ferguson states: "The investigation conducted by you between 1910 and 1912 arose, as you are aware, from complaints of the general inefficiency of those schools. Following that inquiry the present regulations, embodied in Circular No. 17, were adopted. The Purpose of these regulations was to ensure all pupils should receive a practical working knowledge of the English language without interfering with adequate instruction in French or depriving French-speaking children of training in their mother-tongue". However, this is the same Howard Ferguson who introduced a motion (which was subsequently passed) in the Ontario House in 1911 which read: "That the English language shall be the language of instruction and communication of the pupils of the Public and Separate schools of the Province of Ontario, except where, in the opinion of the Department of Education, it is found impracticable because the pupils do not understand English". It is difficult to reconcile the two statements.<sup>19</sup>

In any event, no matter what had been the aims of the Department before 1927, the Merchant-Scott-Côté Report was to show that not only were the students not receiving a good training in their mother tongue, but they were not being given an education that was adequate in any respect.

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<sup>19</sup>Walker, op. cit., p. 258.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed overview of the budget, including the projected income and expenses for the upcoming year. This section also discusses the various financial risks and how they are being managed to ensure the organization's financial stability.

3. The third part of the document addresses the human resources aspect of the organization. It discusses the current state of the workforce, including the number of employees, their skills, and their experience. This section also outlines the various strategies being implemented to attract and retain top talent, as well as the various training and development programs available to employees.

4. The fourth part of the document discusses the organization's marketing and sales efforts. It provides a detailed overview of the various marketing campaigns and sales strategies being implemented, as well as the results of these efforts. This section also discusses the various challenges facing the organization in this area and the strategies being implemented to overcome them.

5. The fifth part of the document discusses the organization's overall performance and the various factors contributing to its success. It provides a detailed overview of the organization's key performance indicators (KPIs) and the various strategies being implemented to improve performance. This section also discusses the various challenges facing the organization and the strategies being implemented to overcome them.

6. The sixth part of the document discusses the organization's future plans and the various strategies being implemented to achieve its long-term goals. It provides a detailed overview of the organization's vision and mission, as well as the various strategies being implemented to achieve these goals. This section also discusses the various challenges facing the organization and the strategies being implemented to overcome them.

7. The seventh part of the document discusses the organization's relationship with its stakeholders, including its customers, suppliers, and the community. It provides a detailed overview of the various strategies being implemented to build and maintain these relationships, as well as the results of these efforts. This section also discusses the various challenges facing the organization in this area and the strategies being implemented to overcome them.

8. The eighth part of the document discusses the organization's overall impact on the community and the environment. It provides a detailed overview of the various strategies being implemented to minimize the organization's carbon footprint and maximize its social impact. This section also discusses the various challenges facing the organization in this area and the strategies being implemented to overcome them.

9. The ninth part of the document discusses the organization's overall governance and the various strategies being implemented to ensure its long-term success. It provides a detailed overview of the organization's governance structure, including the roles and responsibilities of the various stakeholders. This section also discusses the various challenges facing the organization in this area and the strategies being implemented to overcome them.

10. The tenth part of the document discusses the organization's overall conclusion and the various strategies being implemented to ensure its long-term success. It provides a detailed overview of the organization's overall performance and the various factors contributing to its success. This section also discusses the various challenges facing the organization and the strategies being implemented to overcome them.



This Report was to be a turning point in the history of schools for students of the French language. The material it had gathered and the recommendations that it made were to result in a complete revision of the system and brought about a degree of harmony which had been absent for nearly forty years.

Hope States:

"The Merchant-Schott-Côté Report of 1927 marked the end of an era. It had been preceded by a period of regulation and of attempted coercion, and had ended in open revolt on the part of many boards of trustees of schools in which French was taught. It was followed by a period of relatively peaceful and orderly development, which witnessed the adoption of many of the recommendations of the Report." <sup>20</sup>

In an address presented to the 40th Anniversary celebration of l'Association canadienne-française d'éducation d'Ontario, Mr. Louis Charbonneau, member of their executive committee said of the Report,

"Nos demandes furent exaucées en 1927 par le Rapport Merchant-Scott-Côté. Depuis cette date, depuis 22 ans, l'histoire des écoles bilingues a été une suite de progrès constants."

It remains now to trace this "progrès constant" to the present day.

#### Merchant-Scott-Côté Report, 1927

The document that was submitted in 1927 was unique in that it dealt in completely objective fashion with a controversy that for some forty years had been fraught with overtones of religion and race. As the 1935 Report of the Minister stated - the Committee "sought the solution of a difficult educational problem by attacking it from a purely educational standpoint".

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<sup>20</sup>Hope Report, p. 414.



The Committee had been directed to make,<sup>21</sup> "a comprehensive and thorough survey of the situation...with a view of determining (1) the efficiency of the schools, (2) means for improving the instruction, and (3) plans for securing a more constant supply of qualified teachers for the schools".<sup>22</sup>

When the study was finished, the Commissioners were optimistic about the possibilities of operating a school system where both English and French could be taught along with the other elements of a "sound education", but they were of the opinion that if they were to have an adequate one a great number of improvements would have to be made.<sup>23</sup>

In general, they felt that the personnel in the schools were greater determinants of their success or failure than the regulations which governed them; the suggestions that the committee was to make were directed towards the idea of schools which would rely more on competent personnel and good teaching methods than on regulations to provide an education for French-speaking Ontarians. Below the recommendations are outlined with page references to the Report of the Committee. They recommended:

1. that the Department cease making the distinction between (i) "English-French schools, both Public and Roman Catholic Separate, with special departmental inspectors, and

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<sup>21</sup> MSC Report, Appendix A, p. 37

<sup>22</sup> "We were impressed with the fact that the means to be found must depend very largely upon the personal agencies at work rather than upon the effects of prescribed regulations".  
MSC Report, p. 22

<sup>23</sup> MSC Report, p. 15. "While the number of schools which presented a satisfactory standard of proficiency on both French and English is not large, yet the number is sufficient to indicate the possibility of attaining this end. Proficiency in the use of one language is assuredly no barrier to securing equal proficiency in the other if proper methods of organization and instruction are followed". p. 26 "The claims made by French-speaking parents that their children should be given adequate instruction in French appear to us to be reasonable".





- ii) the ordinary Public or Roman Catholic Separate schools which are attended by French-speaking children. This distinction had resulted from the application of Regulation 17, p. 24-25.
2. that the Department appoint a Director of English Instruction and a Director of French Instruction to oversee all the schools attended by French-speaking pupils, p. 24.
3. that Inspectors "with adequate qualifications in English and French.....be assigned to schools attended by French-speaking pupils", p. 25.
4. that "French-speaking children in attendance at the Public and Separate schools should have French as a subject of instruction wherever it can be provided for with a due regard to the satisfactory instruction of other pupils in attendance, p. 26.
5. that the instruction in French be practical in character in order to prepare the pupils for employment, and for higher academic courses in French language and literature, p. 26
6. that at the same time, the pupils "should be given the essentials of a good general education", p. 26
7. that the question of determining the schools in which instruction will be given in French be settled by a committee of the Chief Inspector of Public and Separate Schools, the Directors of English and French Instruction and the Inspector of the school concerned, and that recommendations of this committee be submitted to the Minister for approval and that his decision be regarded as final, p. 27
8. that in the teaching of English, the pupils be given more than formal exercises - "We believe that the systematic use of English as a language of instruction and communication is the most effective of all methods to give the pupil facility in the use of that language", p. 27
9. that "no explicit direction should, by regulation, be made to limit the provisions of the Statute governing the language of instruction and communication in the schools". "We believe that



the only effective means of securing proper restriction and adjustment in respect to the language of instruction is through personal supervision and direction", p. 29

10. that some reductions be made in the curriculum of the schools attended by French-speaking children as an option for the additional language. They did not recommend the nature of these options, but asked that the essential subjects - Arithmetic, History, Geography and Writing be preserved along with some Nature Study, Agriculture or Elementary Science", p 29
11. that standing in French be accepted in lieu of other courses at the High School Entrance examination, p. 30
12. that a new series of textbooks be prepared under the supervision of the Directors of English and French Instruction, p. 30
13. that "steps... be taken to ensure the gradual building up of a library of suitable books in both English and French for the pupils of every school", p. 31
14. that the paralleled(separate) system of schools be adopted, even when it is necessary to place the pupils of one language in an ungraded classroom, p. 31

In addressing itself to the problem of obtaining an adequate supply of trained teachers, the committee proposed five basic changes:

1. "that certain options be provided for French-speaking candidates in both the entrance requirements and the course of study at the "present Normal Schools or in a separate institution established for the purpose", p. 34
2. that the continuation schools, high schools and collegiate institutes be adapted more to the needs of French-speaking students in order that there be more students prepared for admission to the proposed Normal School courses, p. 34
3. that until there is a sufficient number of students coming from the secondary school system to train at the provincial Normal Schools, that the Department "consider the question of





extending the academic courses now offered in connection with the English-French Model Schools to cover the requirements for entrance into the Normal School", p. 35

4. that the programme of financial assistance to students be continued and enlarged, p. 25

5. that as the number of teachers with higher professional training increases, the schools preparing teachers for lower certificates be closed. p. 36

It is apparent from the Reports of the Minister of Education that the recommendations of the Merchant-Scott-Côté Committee were accepted without reservation - numerous references are made to its adoption and none of them suggested that it was to be qualified in any way.<sup>24</sup> The basic recommendation was carried out very soon after the tabling of the Report with the appointment of Mr. A. J. Beneteau as Director of French Instruction and Mr. W. J. Karr as Director of English Instruction. It was under their guidance that the rest of the suggestions were implemented. The 1933 Report of the Minister attributed a marked increase in enrolment of French Canadians in the Middle and Upper School years, in part, to the establishment of these advanced courses in French which could be taken in lieu of the science option. Nine high schools in the Province offered the course in 1933.

Courses of study and examinations for the schools attended by pupils of French expression were first outlined in a circular published January 31, 1928 and included courses up to and including the Middle School. This was revised in August of the same year by the addition of prescription for Upper School

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<sup>24</sup> For example, the Report of the Minister of Education, 1936-37 stated, "Since 1927, the schools attended by French-speaking pupils have been operating in accordance with the recommendations made in the Merchant-Scott-Côté Report".



French composition and literature examination for French-speaking pupils.<sup>25</sup>

In September 1928, 14 students enrolled at the first year of teacher training at the new University of Ottawa Normal School for teachers in the schools attended by French-speaking pupils. Attendance more than trebled in the second class teaching certificates.

"The enrolment increased steadily to a maximum of 220 in 1936-37, and then decreased slowly but steadily (as did enrolment in other normal schools) to a low of 97 in 1944-45".<sup>26</sup>

As it had been anticipated, the number of well-qualified teachers increased rapidly and by 1934 the Minister was able to announce that after that year no more third class certificates would be issued and consequently the model schools would be closed. Another consequence of the improving standards was the slow introduction of extras into the curriculum - music, physical culture, hygiene, art, nature study, and agriculture. However, they definitely were to be considered as secondary to the more basic subjects, English, French, geography, history; arithmetic and writing.

The Department followed another recommendation of the Committee by starting libraries in many of the schools; by 1938 there were libraries with French language books in sixteen of the schools attended by French-speaking students.

The year 1938 witnessed a number of changes of importance. Mr. Robert Gauthier had been appointed Director of

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<sup>25</sup> Middle School examinations in special French literature and composition were first written in 1928 by 70 and 80 candidates respectively. Upper school was introduced in 1929 and the Literature and Composition examinations were written by 72 and 81 candidates respectively. (Hope Report. p. 418)

<sup>26</sup> Hope Commission, p. 418

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all parties involved are kept informed of the current status of the business.

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9. The ninth part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all parties involved are kept informed of the current status of the business.



French Instruction in June of 1937 and under his guidance a province-wide French language competition for Grade VIII pupils was introduced by the Department and l'Association canadienne-française d'Education d'Ontario in order to draw into closer co-operation the home and the school and to impress upon French-speaking parents and children the importance of secondary school education. A number of teacher study groups, "Cercles Pédagogiques", were founded to bring teachers together to discuss methods and course content. And thirdly, Dr. Louis Charbonneau, of the University of Ottawa Normal School, was relieved of his regular duties in order to rewrite the texts for the elementary schools attended by French-speaking pupils. The texts for Grades IX to XIII, Recueil de Morceaux Choisis, and Lectures Choiesies, had just been revised and introduced into the high schools that year.

The most important development affecting the well-being of system was the co-operative spirit that prevailed after the Merchant-Scott-Côté Report. Time and time again the Minister remarked on the high moral, and the willingness to strive for improvement on the part of his inspectors, teachers and trustees. The paragraph already quoted from page 24 of the 1932 Report of the Minister (Appendix I, of this memorandum) is typical of the statements that were made. When one considers that prior to the Merchant Report the Separate School Boards of the City of Ottawa and the Counties of Prescott and Russell would not ever allow the Education Department inspectors in their schools, one can appreciate that a spirit of co-operation would be a very welcome development.

As the elementary schools became better staffed and as the academic standing was raised, the Director of French Instruction more and more turned his concern towards the problems of adapting the secondary school system to the needs

The first part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the relationship between the language and the culture of the people who speak it.

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of the French-speaking pupil and, of equal importance, of how to encourage more French-speaking pupils to continue on to the secondary level. This change first became apparent during the late nineteen-thirties. The province-wide competition was intended to encourage French-speaking children to go on to secondary school. At this same time, the Director of French Instruction started to include in his annual Report statistics showing the number of French-Canadian students enrolled in the secondary school special French courses. The Report for 1941 bemoans the fact that the percentage of French-speaking students in the secondary schools was so low (6% or 7%) and said that it should be closer to 18 or 20% of the total French-speaking school enrolment. In 1943 the Department introduced the first province-wide competition at the secondary school level among Grade XII and XIII students.

During this period l'Association canadienne-française d'Education d'Ontario carried on its efforts to guard the interests of French-speaking Ontarians. The reaction to the Merchant-Scott-Côté Report had been favourable and the Association pledged itself to work for its implementation. The one reservation which they held against the report was the suggestion that there be a double Directorship; it was the opinion that this would not be economical nor practical and that the one Director of French Instruction would be able to co-ordinate all supervision and that he should be made responsible directly to the Director of Public Instruction. The Grade VIII and Grade 12 and 13 competitions were organized with the active assistance of this Association. The Association's Rapport Général of 1944-46 encouraged French-speaking parents, as apparently they had been doing for some time - to send their children to the French Separate Schools for the primary grades up to and including





grade 10 where it was available, and then to private French and Roman Catholic institutions after. In 1947 the Association established a fund to provide four \$500 'prêts d'honneur' for their students per year and this fund continues today to support in a financial way needy and qualified students. In that same year the Association protested to the Minister of Education, the Honourable Dona Porter, against the provisional appointment of Mr. W. R. Stewart, Director of English Education, a post that had been vacant since the resignation in 1935 of the first incumbent, Dr. W. J. Karr. Their objection was based on their long standing contention that the second Director was not necessary. Dr. Stewart, a former inspector of secondary schools, was to occupy the post for only a short period of time - from December, 1948 to September 1949.<sup>27</sup>

A number of interest groups took advantage of the Rowell-Sirois Royal Commission to present their views on the relations between French-and English-speaking Canadians, and in particular on the subject of the teaching of French-speaking pupils in schools outside the Province of Quebec. The Société Saint-Jean-Baptiste de Montréal in an argument which set out the proposition that Canada is constituted by two races and two cultures each with equal obligations and rights, held that French-speaking Canadians have the right to teaching in French in each of the Provinces of Canada by virtue of natural right, the Treaties (Paris & Quebec) and the contract of 1967. In opposition to this argument was the submission of the Grand Orange Lodge of Ontario West. In their brief they said,

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<sup>27</sup> Hope Report. p. 488, paragraph 65.



"We want to place on record that Canada is not a bi-lingual country .... The extension of the French language beyond the limitations of the B. N. A. Act is not only unconstitutional but distasteful and irritating and not in the interest of national unity." 28

Apparently this latter submission was the only one that opposed the ambitions of French Canadians; seven others coming from a variety of French language groups sought more concessions to their language. However while being sympathetic to the ambitions the Commissioners were unwilling to take a position or make recommendations on the subject because they felt that the question was entirely outside the bounds of their mandate. 29

The announcement of the Hope Royal Commission on Education in 1945 was the next event of major significance. The Chairman, Mr. Justice J. A. Hope and his twenty-one Commissioners were directed to investigate all aspects of the schools under the jurisdiction of the Department of Education. Over five years were spent on the preparation of the Report submitted December 15, 1950.

The Commission's most basic recommendation was the suggestion to adopt a tri-level school system whereby pupils up to the age of twelve would attend schools at the elementary level (grades I to VI); this would be followed by a four grade program~~w~~

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28 Submissions to Rowell-Sirois, Vol. 9, No. 4.

29 Report of the Royal Commission on Dominion-Provincial Relations Book II, p. 224. "Thus, while we sympathize with the persistence of the French Canadians and Acadians in holding to their language and their culture, and while we are far from wishing to minimize the importance of this question, we see in the order in council which defines our duties no justification for undertaking a detailed study of the question or for making recommendations in connection with it".





ending with the pupil about age 16 (grades VII to X); further education would be offered in junior colleges and technical institutes. To a great extent all the other recommendations of the Commission depended upon the acceptance of this one suggestion.

Considerable attention was devoted to the use of French. In addition to a chapter devoted to an outline of the history of the schools attended by French-speaking pupils, (Chapter XVI), the Commission presented a comprehensive series of recommendations specifically directed at the improvement of these schools.

Since the use of the French language was given legislative sanction only within the limitations of Section 133 of the British North America Act, The Commissioners maintained as an initial premise that "Canada is not officially bilingual".<sup>30</sup>

However, like Messrs. Merchant, Scott, and Côté, the members of the Hope Commission felt that the desire on the part of French-speaking parents to have their children learn their mother tongue should be accommodated, and further that a bilingual school system was completely workable.<sup>31</sup>

The Commission recommended that when permission is requested to teach French as a subject of study in public or separate elementary schools that it be granted and that in

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<sup>30</sup> Hope Report, p. 429

<sup>31</sup> "This brings us to the question as to whether it is possible to impart the essentials of a sound elementary school education and at the same time develop an understanding of, and gain facility in using, both English and French. The evidence of educational experts and long experience in our own province, other parts of Canada, and elsewhere indicate that, given the proper spirit, facilities, and methods, the answer is unquestionably in the affirmative. Satisfactory results are at present being obtained in a number of schools in our province ; we believe that they could be achieved in all".  
Hope Report, p. 443, paragraph 49.

# THE HISTORY OF THE UNITED STATES

OF THE UNITED STATES OF AMERICA  
FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME  
BY J. W. FULTON

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addition, subject to the condition that at all levels the pupils attain a "reasonable proficiency in English and in the other essentials of an elementary school education", permission be granted on request to introduce French along with the English as a language of instruction and communication. It most definitely held, however, that English should be the sole language of instruction and communication in the post-elementary level, and therefore, that it was crucial that all pupils attain a level of proficiency during their elementary schooling sufficient to enable them to follow a post-elementary course of study given entirely in English. It is to be realized that in the terms of the Commissioners, "elementary" schools would be those which taught grades I to VI inclusive, so that this recommendation would effectively reduce the number of years that the French-speaking pupils' mother tongue could be a language of instruction from as many as ten to a maximum of six.

The Commission made recommendations as to the circumstances under which permission to use French as a language of Instruction would be granted and the methods for doing so. They recommended that a special programme of studies be prepared for the schools in which French was a subject of study and language of instruction and communication and that the work load of students in these schools be lessened by requiring only minimum courses in music, art and science. They suggested that much might be gained if "some applicants of English racial origin were appointed"<sup>32</sup> as inspectors of these schools. In respect to supervision, the Commission recommended that with some modifications, the dual directorship be re-instated. The Commission sought to have the University of Ottawa Normal School closed and to have special courses in the methodology of teaching English and French to French-speaking pupils provided, in French, at the

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<sup>32</sup> Hope Report, p. 450, paragraph 69.





"provincial junior colleges of education" recommended in a previous chapter of the Report.<sup>33</sup> According to their programme the special French courses of the post-elementary level were to be continued, but these and any other language courses, would be the only ones in which a language other than English could be used as the language of communication and instruction. They recommended that the Department continue to offer the series of correspondence courses with French, in addition to English, as the language of instruction and communication up to the end of the elementary level. In addition they asked that a special French course be offered for those pupils, following the correspondence courses at the post-elementary school level, but that English should be the sole language of instruction and communication for all the other subjects.

The Majority Report was signed by fifteen of the twenty members of the Commission. Four of the remaining five submitted a Minority Report and one of these four, Mr. Henri Saint-Jacques, submitted a further memorandum dealing with the section of the Commission's Report on the schools where French is a subject of study and language of instruction.

Mr. Saint-Jacques argued that the "English-French" schools are up to the standard of the other schools in the province "in the essential subjects - leaving aside the frills with which the public schools are burdened". He maintained that the role of the University of Ottawa Normal School had been paramount in improving the standards of the English-French schools and should be retained. Finally, he sought to insure that the time allotted to the special French courses offered in the high schools would not be shortened.

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<sup>33</sup> Chapter XXII, Hope Report

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the transition process, from the initial planning phase to the final execution. This section also addresses the potential challenges that may arise during the implementation and provides strategies to overcome them.

3. The third part of the document discusses the long-term impact of the changes. It highlights the expected benefits, such as improved efficiency and cost savings, and provides a timeline for when these benefits are expected to be realized. This section also includes a discussion on the ongoing monitoring and evaluation of the changes to ensure they are meeting the intended goals.

4. The fourth part of the document provides a summary of the key findings and conclusions. It reiterates the importance of the changes and the need for continued commitment and support from all stakeholders. This section also includes a list of recommendations for future actions and a call to action for the organization to move forward with the changes.

5. The fifth part of the document is a conclusion. It summarizes the main points of the document and expresses confidence in the organization's ability to successfully implement the changes and achieve its goals. It also includes a final statement of support and encouragement for the organization's future success.

6. The sixth part of the document is a list of references. It includes a list of all the sources used in the document, including books, articles, and websites. This section is intended to provide a comprehensive list of resources for anyone interested in learning more about the topics discussed in the document.

7. The seventh part of the document is a list of appendices. It includes a list of all the additional information included in the document, such as charts, graphs, and tables. This section is intended to provide a comprehensive list of resources for anyone interested in learning more about the topics discussed in the document.

8. The eighth part of the document is a list of footnotes. It includes a list of all the footnotes included in the document, providing additional information and clarification for the main text. This section is intended to provide a comprehensive list of resources for anyone interested in learning more about the topics discussed in the document.

Reactions to the Report of the Hope Commission were for the most part unfavourable. Particular objection was taken to its treatment of Separate Schools as they too would have been reduced to the six year primary level. Editorials in at least Le Droit, Le Devoir, and the Toronto Telegram took issue with this point. On Tuesday, December 26, the newspaper Le Droit published a telegramme to M. E.-C. Désormeaux, President of l'Association canadienne-française d'Education d'Ontario from M. l'abbé P.-E. Gosselin, Secretary of the Comité permanent de la Survivance française, pledging the support of all French Canadians of the Province of Quebec.<sup>34</sup> The Association canadienne-française d'Education d'Ontario, which had made two submissions to the Royal Commission, was itself very unhappy about most of the Commission's recommendations. While they agreed with the pedagogical principles enunciated, they could not be in accord with statements like the one in Chapter XVII, paragraph 43 - "Such evidence as we have secured indicates that, in general. The standards of attainment in these schools and classrooms fall short of those in other public and separate schools and classrooms". They opposed, among other things, the closing of the Ottawa University Normal School; the double directorship; and the introduction of a consulting committee (Chapter XVII, paragraph 41) to consider requests for bilingual education.<sup>35</sup>

The Premier, Mr. Frost, when making public the Report, was careful not to commit his government to the acceptance

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<sup>34</sup> "Sommes profondément surpris Rapport Hope. Certaines recommandations paraissent dirigées contre langue et culture française toutes deux officielles au Canada. Vous assurons appui quatre millions de compatriotes de langue française." Le Droit, mardi 26 décembre, 1950, page 8.

<sup>35</sup> Rapport Général, L'Assoc. c-f d'Educ. d'Ont., 1951.





of its recommendations, and a little over a month later when the new session of the Provincial Legislature was opened, no mention of it whatsoever was made in the Speech from the Throne.<sup>36</sup> Apparently the Report was shelved for nothing was said of it during the rest of the session and no action was overtaken on its recommendations.

Consequently nothing was changed by the Hope Royal Commission. Mr. Gauthier continued as Director of French Instruction with his principle office in Ottawa, and no Director of English Instruction was appointed to replace Acting Director, Mr. W.R. Stewart who had vacated the post in September 1949. :

The years from 1951 to 1964 have not been marked by any momentous controversies. On the contrary, all indicators would suggest that constant progress has been made - the number of pupils following the special French courses offered in the public high schools of the province has more than doubled while in comparison the increase in the number of pupils enrolled in elementary schools attended by French-speaking Ontarians has increased by only fifty per cent. This would suggest that the percentage of students continuing on to high school has been increased considerably over these years. The number of teachers enrolled at the Ottawa University Normal School has increased from 155 (1927) to 335 (1963) and in addition a second teacher training college for French language students was opened in Sudbury in September of 1963 and 147 students were in attendance.

In general it would seem that French-speaking Canadians are happy with the present elementary school system in the Province. The Association canadienne-française d'Education d'Ontario, their principle spokesman, looks on the period since 1927

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<sup>36</sup> Speech from the Throne, Proceedings of the Legislature, Ontario, February 1, 1951.



as one of constant progress. <sup>38</sup> One of their long-standing requests was granted in this past year with the opening of the teachers' training college at Sudbury. This had been something for which the Association had been pressing since 1957. The Association has been seeking, and continues to ask for more courses in the high school curriculum with French as the language of instruction. Until high schools with an atmosphere both French and Catholic, become available, the Association will recommend that their compatriots attend the public and separate elementary schools up to grades 8 or 10 where available and then private French-Catholic institutions for the remaining high school years. The 1962 Rapport Général outlined the conclusions of a study group sponsored by the Association which had dealt with the problem of the "anglicisation de nos jeunes". They are of interest in that they could suggest the direction in which this important French-Canadian educational organization is heading.<sup>39</sup>

The problem, they felt, was rooted in the following causes:

- "(a) manque de fierté chez nos jeunes,
- (b) Ignorance de leur histoire du Canada;  
il faudrait leur relater les luttes d'autrefois
- (c) que les sujets de la 9e à la 13e année soient enseignés en français
- (d) Urgence d'une campagne de refrancisation dans nos écoles; qu'on profite des avantages du curriculum #46 qui permet aux instituteurs d'enseigner toutes les matières en français, sauf l'anglais
- (e) le personnel enseignant fait de nombreux efforts mais il faudra faire davantage.
- (f) Une autre cause du problème d'anglicisation de nos enfants est la présence dans nos écoles de jeunes Canadiens anglais qui désirent apprendre le français.
- (g) l'instituteur doit communiquer aux élèves la fierté nationale; il doit la posséder lui-même

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<sup>38</sup> "Depuis 1927, notre système d'écoles séparées bilingues n'a cessé de progresser." Rapport Général, avril 1960, p. 9

<sup>39</sup> Tim Greery states of this Association, "The association, with ten affiliated French-language groups, associations and societies, is probably the most influential French-Canadian group outside Quebec". French for the French. p. 10





- (h) trop souvent, dans nos écoles bilingues, on enseigne l'anglais comme langue fondamentale au lieu de langue seconde
- (i) la situation des manuels français s'améliore; on invite tous les pédagogues à collaborer afin d'être en mesure de remplacer les manuels anglais le plus tôt possible."<sup>40</sup>

Early in the month of July, an interview was held with Mr. Hector Yelle, Agent de Liaison, of l'Association canadienne-française d'Education d'Ontario at their new quarters on Boteler Street here in Ottawa. The meeting which had been arranged in order that assistance might be requested of his organization in the collection of primary source material, lasted for approximately two hours during which time Mr. Yelle outlined many of the basic education grievances of French-speaking Ontarians. At the outset he insisted that they are happy with the progress that is being made and they are hopeful that time will see the accomplishment of the rest of their goals. Even the Separate School problem of equitable support from public funds has been effectively solved by the Ontario Foundation Tax plan introduced in the Ontario Legislature on February 21 of 1963.<sup>41</sup> There seemed to be only three or four points where he would like to see an improvement or change in the present way of operating.

First, he would like to have more high school courses taught in French. At present the special French course, and in some cases History and Latin are given in French - the first one with legal sanction, the second two without - but they are the only ones.<sup>42</sup> The result is that at the end of his studies the French student lacks a technical French vocabulary in many fields. He did not specify what other courses would be appropriate for instruction in French. His second point had to do with the

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<sup>40</sup>Rapport général, 1962, l'Association canadienne-française d'Education d'Ontario, p. 5.

<sup>41</sup> see statement by The Honourable John P. Robarts delivered in the Ontario Legislature, Thursday, February 21, 1963.

<sup>42</sup> In his collection of articles entitled, French for the French in English-speaking Canada, (p.10) Tim Greery contradicts this piece of information by saying "Only an advanced course, French course for French-speaking students, and Latin, can be taught in French (in Ontario high schools)."



problem of texts at both elementary and secondary school levels. Apparently a controversy exists as to whether to use (i) direct translations from the English manuals (ii) French language texts from the Province of Quebec or (iii) ones written by French-Canadian educators in Ontario in conjunction with the Department of Education. Apparently the Department has been reluctant to accept anything other than the direct translations - the one of the three alternatives which is not satisfactory to French-speaking Ontarians.

The third problem is that students taking the special French examinations at the junior and senior matriculation level are handicapped in that they must prepare for difficult examinations in both French and English. He would like to see a special, less rigorous examination in English for the French-speaking pupils.

Finally he would like to have an easier method instituted whereby 'bilingual' elementary schools could be attained. While not being too explicit about the cause of the difficulties, it is apparent that under the present arrangement, disputes still arise between English and French Separate School supporters as to whether bilingual schools should be opened. The Township of Scarborough witnessed this sort of struggle in September of 1962 over the introduction of a bilingual fifth year in an elementary separate school. The quarrel has since been resolved by the decision to construct a new school for French-speaking students for the year 1965 where grades 1 to 8 will be taught but in any event it required a considerable amount of struggle to attain what was considered to be a perfectly justifiable request. Mr. Yelle maintained that once permission was granted there was never any difficulty. He said that the movement to consolidation of schools does not pose any sort of problem for the bilingual





schools; apparently they are never faced with being submerged into the larger unit as has been the experience of French-speaking groups in other provinces.

He noted that very often young French Canadians arrive at their first year of school speaking only English and that the first task has been to teach them enough French to enable them to carry on. He said that the Jardins d'Enfants has proved to be very effective to this end. He also insisted that French-speaking parents are most anxious that their children be given a solid grounding in English and that their aim was to produce a perfectly bilingual graduate rather than a French-speaking one with a smattering of English.

In answer to a question about the possibility of encouraging teachers with certificates from the French language normal schools to take positions in the English schools, Mr. Yelle said that he would be sympathetic to the idea if there wasn't already a great need in their own schools for every French language teacher who was available. He stated categorically that his Association does not interest itself in the teaching of French in schools for English-speaking pupils.

Part (b)

A survey of the teaching of Modern Languages to English-speaking students in the Province of Ontario

The teaching of modern languages to English-speaking pupils has been little affected by the trials that have attended the schools for French-speaking pupils. The changing position of modern languages in the curricula of primary and secondary schools has resulted more from new pedagogical principles than from great social or political pressures. The French language has always enjoyed a position of favour among modern languages taught in Ontario, but while expression was often given to the idea that knowledge of French was an important asset to a man in



public life, until recently, it was tacitly considered to be a 'foreign' language and was taught as such. French along with all the other modern languages had to unseat the languages of the classics from their honoured positions before they really took on importance in the curriculum. This controversy dominates the first period of a chronical of modern language instruction in Ontario.

#### Before the turn of the Century

During the second half of the nineteenth century arguments over the maintenance of the classical system of education brought supporters of modern language instruction up against those who favoured Latin and Greek. French, the first modern language to be included in the curriculum of the Grammar (secondary) schools was mentioned first in the programme of studies issued in 1854. Latin and Greek had been taught for many years preceding. However, its introduction was not followed by a great flow of students opting to study it, as Latin and Greek, and not French, were the prerequisites for admission to the University of Toronto.<sup>43</sup> This was to change somewhat with time, however, as by 1861 French had become necessary for admission into the faculties of law and engineering and was also prescribed for honours and scholarship candidates in the faculty of arts.

"By 1865 French was being taught in practically every grammar school in Upper Canada. This was made possible because the number of French teachers had increased, since, according to the regulations passed by the Council of Public Instruction in 1854, candidates, other than university graduates, aspiring for masterships in the grammar schools were required to pass, along with other examinations, an examination in French" <sup>44</sup>

During the years 1866 to 1870, Egerton Ryerson fought to maintain the classical emphasis in the curriculum

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<sup>43</sup> University and teachers' college entrance requirements have always influence greatly the selection of high school subjects.

<sup>44</sup> Modern Language Instruction in Canada, Volume II, p. 99.





of the secondary schools. He succeeded in this end by a rather roundabout way in spite of much opposition to his goals. He skirted his opponents by having the grant system, outlined in the Education Act of 1865, based "upon the ...daily average attendance ...of pupils in the programme of studies prescribed according to law"; then by outlining a course of study which heavily emphasized Greek and Latin he effectively achieved his goal of a grant system based on the number of students studying classics. As a result, other subjects of the curriculum, especially English literature, science and modern languages, suffered.

The Act of 1871 was intended to remedy the obvious shortcomings of that system. This revision was an important one in that it established for the first time a clear distinction between the two levels of public education. The elementary schools were to be made free and were to be known as 'public' schools, and to discourage the formation of 'union' schools for financial reasons, the two levels-primary and secondary - were put on an equal but separate tax base. Both the French and German language found mention in this Act for the first time - for German it was the first official authorization of any kind. Finally the Act did away with the grant base that had been implemented by the Act of 1865.<sup>45</sup>

The immediate result of the Act of 1871 was a decline in the enrolment of students studying Latin.

"The pecuniary inducements having been removed, there was no further motive for herding all the little boys and girls pell-mell into the classical courses, with the result that the registration in Latin fell in two years from 90 per cent. to 48 per cent. of the total attendance".<sup>46</sup>

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<sup>45</sup> Provision was made at this time to exempt any high school from teaching French and German for financial reasons, or because no competent teacher was available.

<sup>46</sup>Ibid, p. 148.



At the same time a new set of regulations for curriculum in the high schools were set out for 1872. They defined the aim of these schools as two-fold:

"first, to give a good English education so as to qualify pupils for pursuits in commerce, industry, agriculture, and the public service, and secondly, "to teach the languages of Greece and Rome, of Germany and France, the mathematics", and other subjects, with an eye to preparing pupils for the learned professions and for admission into the University. To correspond to this dual purpose of the high school two courses were prescribed an "English course" and a "classical Course with French and German". The first course did not include the languages; the latter made the classics obligatory, but French and German were only optional".<sup>47</sup>

This "classical Course with French and German" introduced French and German in the Second Form of the four year high school programme rather than in the Third Form of what had previously been a five year course. The programme outlined for French said that the first year was to be devoted to essentials of grammar; the second was to continue it, but was to introduce reading and oral work; and the final year was to stress the prescribed French classics, "the professed goal of the course".<sup>48</sup> Reports of inspectors of that period indicate that the multitude of courses being prescribed by the programme of 1871, in most cases, made too much of a demand on the high school teachers "and consequently French and German were taught badly in many schools, especially as regards pronunciation".<sup>49</sup>

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<sup>47</sup> Ibid, p. 149. It is interesting to note that the French language was considered to be the "language of France" by the author of these regulations.

<sup>48</sup> Ibid, p. 153.

<sup>49</sup> Ibid, p. 157.





Egerton Ryerson resigned in 1876, the office of Chief Superintendent of Education was abolished, and the duties were transferred to the new Ministry of Education. At the same time the high school course was affected by the introduction of the policy of "Payment by Results" whereby each school's share of the legislative grant was determined by the results of the Intermediate Examination set by the province and undertaken at the end of the second year of secondary school, the "Lower School". Amended curriculum regulations were issued which put an end to the distinction between the "English" and "Classical" course and put Latin and Greek on an equal footing with modern languages by making them all optional for both the Intermediate and Upper school examinations.

Latin and Greek still held the foreground in the secondary school system, however, for at least three reasons. Latin was the only language which was obligatory for all the matriculation examinations and consequently a large number of students chose to concentrate on the classics rather than modern languages. Secondly there still remained an old bias on the part of traditionalist headmasters for the study of classics. Thirdly, although French and German had been given equal status with the classics in the high schools, Greek and Latin retained their position of prominence in the collegiate institutes. These schools, created in 1871, were especially designed as institutes of classical learning for boys. Their life-span was short however, as pressure from various quarters, including the Ontario Teachers' Association, succeeded in having the distinction between collegiate institutes and high schools removed in 1882.<sup>50</sup>

At this time entrance to the University of Toronto was not determined by a candidate's success at the intermediate examination, but rather by the results of a special matriculation

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<sup>50</sup> Ibid, p. 166.



examination set by the university, and, as can be appreciated, the subject requirements for this examination very greatly influenced the students' choice of subjects. Latin and Greek, along with mathematics, English, history and geography were obligatory subjects for the Pass Junior Matriculation examinations while French and German were only optional; the latter two together could be substituted for the Greek credit. Both of these modern languages were obligatory for the Honour Junior Matriculation, and Pass and Honour Senior Matriculation examinations.<sup>51</sup>

At about this same time the curriculum extended the Courses in French and German to include the first year of the Lower School. The Programme for that year provided that English, mathematics, history and geography were to be obligatory, and that Latin, French, German and a group of subjects - physics, chemistry and bookkeeping, were to be optional. "In the upper school the prescribed subjects of study were English, mathematics, history and any two of French, German, Latin, Greek and physical science".<sup>52</sup> The year 1881 was the first that there were more students in the province studying French than Latin.

In the years from 1885 to 1904, changes occurred which significantly altered the places of French and German in the secondary school curriculum. The text from pages 211-215 of Modern Language Instruction in Canada, Volume II, (photocopies of which are attached), gives the details of these nineteen years.<sup>53</sup>

#### 1904-1928

The most remarkable development of this period was the decline, as a consequence of the War, in the number of students studying German. In the course of four years it dropped from nearly fifteen per cent to a little over five per cent. of the total attendance.

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<sup>51</sup> Presumably each one of these "matriculation" examinations each corresponded with a university programme.

<sup>52</sup> Ibid, p. 171.

<sup>53</sup> See Appendix III, this report.





"In the high schools, ...the German registration fell off between 1914 and the school year of 1923-24 from 14.79 to 3.52 per cent of the total, and in the continuation schools the study of the language was discontinued altogether/1921-22".<sup>54</sup>  
after

The result of this decline in numbers of students studying German was a tremendous increase in the number of students enrolled in French. Evidently the students who might have taken German chose French instead and by 1918 seventy-eight per cent of the students in the high schools were studying that language.

The Goldstick study said that the prospects for German at the time of writing were not very favourable in that "the war-time prejudice against the study of the language has given way to opposition to it on grounds of economy and expediency of administration".<sup>55</sup> In addition the period devoted to German was reduced so that the general practice was to compress into two years the amount of work that had formally been done in four, "so that the study of German has frequently resolved itself into a deliberate 'cram' for examinations and has been taught by methods contravening most of the accepted principles of modern language teaching".<sup>56</sup>

Spanish was introduced into the curriculum of the high Schools in the fall of 1918, one year after Dr. M.A. Buchanan, Professor of Italian and Spanish at the University of Toronto pressed for its acceptance before a meeting of the Modern Language Association. In order to prepare teachers for the new course Spanish was introduced as a subject at the summer school teacher training courses. It developed however, that the course was was not popular enough to overcome the expense involved in making

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<sup>54</sup>Ibid, p. 225.

<sup>55</sup>Ibid, p. 228.

<sup>56</sup>Ibid, p. 228.



it available, since there were only 254 pupils (of 53,400) studying the subject even nine years after it was first introduced. Italian was included in the high school curriculum in 1925, but it fared even worse than Spanish.

No developments of significance took place in the curriculum structure of elementary or secondary schools for some thirty-five years. The Department worked on a permissive basis at both levels and 'allowed' local Boards to offer instruction in French at the elementary level and instruction in French, German, Latin, Greek, Italian and Spanish at the secondary school level. Examinations for senior matriculation were offered for all six. The degree to which local boards took advantage of this permission varied greatly throughout the province particularly at the elementary level.

The Royal Commission on Education for the Province of Ontario, of which mention was made in some detail in Part (a) of this report, made curriculum recommendations concerning language instruction. In spite of the Report's having been shelved by the government of the day, its recommendations for language instruction are of particular interest. The proposals concerning French in the elementary schools were outlined in Chapter XVII, "Recommendations on the Teaching and Use of the French Language". It was to be the only language that would be offered in the elementary schools of the new three level school system; they recommended,

"that a local education authority be authorized, subject to the permission of the Minister of Education, to introduce French as an additional subject of study in a public or separate elementary school or classroom under its jurisdiction and to give instruction in that subject in French during the class periods concerned". 57

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<sup>57</sup> Report of the Royal Commission on Education in Ontario, 1950,  
p. 438.





They recommended that French be a compulsory subject in the first and second years of the secondary school and that it be optional in the third and fourth years. The reasons outlined for this emphasis on French are of sufficient interest to include photocopies of them. They will be found in Appendix IV of this report. The Commissioners recommended that the students be given opportunity to choose only one of Latin, German, Spanish and Greek in the last two years of the secondary school programme. At the junior college level French or special courses in French; Latin; German; Spanish; and Italian were to be offered as optional subjects and it would be possible to pick languages for all three of the option choices.

During the nineteen-fifties the question of modern language instruction, and particularly instruction in French has been greatly debated. Much of it has centered around discussion of the many new theories of language instruction that propose its early introduction and the use of mechanical teaching aids - language laboratories, films, tape recorders etcetera, and more and more in the province of Ontario municipalities have been introducing French instruction in the elementary school.

The City of Ottawa Public School Board is a case in point. Since 1930 French has been taught in its public schools. Grade seven was introduced in that year and grade eight followed in 1931. In 1938 instruction was given to pupils of the sixth grade and then in 1940 it was first taught in the fifth grade. This remained the situation for many years - until 1957. In that year the Board adopted a completely new method of language instruction which stressed the development of oral competence and by its judicious use of specialist teachers enabled the Board to start the instruction at the Grade two level. Miss Florence Bradford, Superintendent of French Instruction for the



City, the originator of the plan, drew up the texts and oversaw its implementation. Under the plan which prevails today specialists teach each class in grades two to five inclusive for a period of fifteen minutes once each week and then the regular teacher repeats and develops that lesson during the French periods of the rest of the week. By grade six specialists take over completely. The School Board proposes by this scheme to produce a student who can speak French "with reasonable fluency" by the end of grade eight. This September the first students who have progressed through all seven years of the programme will be entering the City's high schools. Special account has been taken of the instruction that these students have received at the elementary level and the high school French programme has been adjusted to accommodate them.

While Ottawa is the apparent leader in the Province as far as oral French is concerned, there have been many more cities that have been expanding their French instruction programmes. The City of Toronto undertook a pilot study, published detailed reports on its progress, and decided in December 1962 that French instruction would be started in all Grade eight classes in the following September, and that in four years it would be extended to the grade five level.<sup>58</sup>

The movement towards starting French instruction in the elementary schools has not been entirely without incident. The most publicized outburst came from the Dean of the Hamilton school trustees in 1962. The Rev. Fred Ellis, minister of St. Paul's United Church in that City, questioned seriously the wisdom of spending vast sums of money "to accommodate those who

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<sup>58</sup> Toronto Daily Star, December 14, 1962, p. 31.





should have been learning English 300 years ago". To him, the learning of French was a retrograde step. His sentiments towards French Canadians, their language and their culture were made quite clear - he termed Quebec province "a clerical - facist state isolated from the rest of us for 300 years". "I believe the British culture is the best in the world", he said.<sup>59</sup>

Certainly there has been a great increase interest in the teaching of French to elementary school pupils in the last ten years. Conferences and studies sponsored by interested organizations have been numerous, and throughout the province much attention is being given to the various new methods of instructing beginners in French.<sup>60</sup> The following is a sample of recent studies and conferences, the results of which have been published:

1. The Ontario Conference on Education, November 23, 24, and 25, 1961, Windsor, Ontario. At this meeting there was a discussion group whose topic was, "The teaching of a second language in elementary and secondary schools".
2. Canadian Teachers' Federation Seminar on the Teaching of Modern Languages, November 1962, Ottawa. A copy of the report of this seminar is now in the Commission library.
3. Innovations in Second-Language Teaching in Canada, a study published by the Canadian Conference on Education, 1962.
4. Semple, Stuart, W., The Problem of Bilingualism in the Schools of Wales and Scotland, Educational Research Series, No. 35, The Department of Educational Research O. C. E., University of Toronto, April 1964.
5. Ontario Curriculum Institute, French as a Second Language, an interim report of the Second Language Committee, December 1963.

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<sup>59</sup>Toronto Daily Star, December 14, 1962, p. 31

<sup>60</sup>The School Board of the City of Ottawa uses the technique developed by Miss Florence Bradford to which reference has already been made. The Tan-Gau method, developed by Mr. Robert Gauthier in conjunction with Mr. Tan-Wan Yan of Burma, is used in the schools of Cornwall. The Report of the Seminar on the Teaching of Modern Languages held in Ottawa, November 1962 makes reference to others in use: among them being tape-recorders, the Cleveland Plan and language laboratories. Teaching Modern Languages, CTF seminar, p. 186.



The most important problem affecting the teaching of modern languages in the province is the supply of teachers, particularly at the elementary school level. The Education Centre Library report, Foreign Languages at the Elementary School Level, published in July 1963, gave some figures that illustrate the dilemma.

"In 1962-63, 76,282 elementary school pupils in 113 communities were taught French by 298 teachers. In the summer 1963, The Department of Education organized a course in FLES methods for teachers already engaged in the field, or who were under contract for the coming year. One hundred and twenty-six completed the course. The Department estimated that if French were introduced in Grades 5-8 throughout the province 2,700 teachers would be needed. However, the graduates of the Ottawa and Sudbury Teachers' Colleges (the only bilingual training institutes in the province) are required to staff the bilingual schools, and are prohibited from teaching in English-speaking schools for two years. Graduates of the Ontario College of Education with a High School Assistant's certificate in French are absorbed by the secondary schools. The remaining resource is to "import" teachers from the Maritimes or Quebec". 61

Ontario has never had any special facilities for training elementary school French teachers. In 1916 a special course entirely in French was given at the O. C. E. summer school which lasted five weeks, and in 1927 it was transferred to Quebec City in order to be in a French language milieu. Even today, however, the teacher who aspires to teach French in the elementary school, while being expected to have a sound knowledge and oral competence in the language, is given nothing more than French as an option at the Normal Schools in the Province.

Modern languages other than French have never shared the same limelight. Since 1925 none of the language options have been discontinued, and one has been added. During the late nineteen fifties, when attention was centered on Soviet technical achievements the Department of Education decided

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<sup>61</sup> ECL Reports, Foreign Languages at the elementary School Level, Education Centre Library, the Board of Education for the City of Toronto, July 1963.





to add Russian to their list of optional subjects and it is now permissible for any Board to offer courses in that language in grades 10 to 13. German, Italian, and Spanish (and Latin and Greek) are still on the curriculum.

It is virtually impossible to make a general concluding statement about the present state of modern language instruction in Ontario. Because of the permissive nature of the system, the most that can be said is that the Department of Education allows local boards to offer certain courses at various levels. After that one gets lost in a mire of programmes varying, - not only from board to board, but from school to school under the same board. Probably the most conclusive statement that can be made is that the whole situation is in a state of flux, and that out of all the studies and discussions that are now going on, some sort of a master plan for the whole province may well emerge which will result in increased French instruction on a more co-ordinated basis.



## II: French for the French-speaking in Manitoba from 1916 until 1963.

After Thornton's Bill was passed in 1916, no legal provision was made for teaching in French in Manitoba. Nonetheless, there exist a number of texts affirming that, the official suppression of teaching in languages other than English notwithstanding, French continued to be used as a language of instruction in areas of fairly homogeneous French-speaking settlement, often, it appears, with the knowledge of the Department of Education. Because of extra-legal nature of such teaching, it is impossible to obtain any reliable statistics on the use made of French; the following excerpts from various studies should, however, indicate the degree of importance to be attached to such use and the general trends respecting the use made of French.

The Association d'Education des Canadiens français du Manitoba was founded in 1916, after the abolition of bilingual schools, "to preserve the national traditions, the ways and customs of the French Canadians living in the province, and to encourage their development as an ethnic group"<sup>1</sup>. This association, in order to stimulate an interest in the French language, organized an annual Concours. According to Abbé Groulx, 1,850 students took part in the Concours in 1929, and 2,323 in 1932. Such unofficial ways of keeping alive the 'French fact' in the province appear to have been preferred by the French Canadians in Manitoba after 1916 to constitutional litigation, in which they appear to have had little success in the foregoing period.

Abbé Groulx, writing in 1933, summarized quite nicely the new emphasis put on de facto power. "Dans un pays facilement impressionné par la puissance du fait accompli, on les verra organiser partout ces systèmes scolaires indépendants et pourtant liés, accrochés au système de l'Etat comme des lierres qu'on pourrait plus

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Association d'Education des Canadiens français du Manitoba, "Brief Presented to the Royal Commission on Education", St-Boniface, Manitoba, November 1957.





arracher sans tout bouleverser. Bref, les minorités françaises s'appliquent à se donner tous les attributs, la 'structure interne' qui, devant le droit international contemporain, fait l'essence même de la minorité et la constitue véritable 'sujet de droit'. ... Leurs premières revanches sont venues aux minorités canadiennes le jour où, délaissant les mauvaises béquilles des recours judiciaires ou constitutionnels, elles ont marché de leur pas libre, à la conquête de la liberté".<sup>2</sup>

A sociological study of two major French-speaking settlements in the west, Ste-Rose (Manitoba) and St-Albert (Alberta), was prepared by C.A. Dawson, with the aid of field workers, in 1936, and in it he tends to confirm the strength of fait accompli. Of the Laurier-Greenway Agreement, Dawson observed, "The language clause in this agreement was removed in 1916, and for some years little or no French was taught or spoken in district schools in areas like Ste-Rose. This change proved to be too abrupt and more recent 'understandings' allow the use of French as the language of instruction during the early years in a few of the closely-segregated French-Canadian districts. This practice of permitting the use of French for a primary course prevails by law in Alberta".<sup>3</sup>

While such 'understandings' might work well in homogeneous settlements, such could not be the case in mixed communities where a separate school would be necessary. Nevertheless, the Departments of Education in the two provinces under study tried to co-operate and "followed the policy of appointing French-Canadian inspectors for areas where there are large French-Canadian settlements. This has been the case in Ste-Rose until quite recently, and it applies to the St-Albert district at the present time. This arrangement makes for a minimum of friction with regard to administration of the secular curriculum".<sup>4</sup>

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<sup>2</sup>Abbé Groulx, L'Enseignement Français au Canada, Vol. II; Les Ecoles des Minorités, Granger (Montreal: 1933), pp. 131-2.

<sup>3</sup>C.A. Dawson, Canadian Frontiers of Settlement, Vol. VII, Group Settlement - Ethnic Communities in Western Canada, MacMillan Co. of Canada Ltd. (Toronto: 1936), p. 371.

<sup>4</sup>Ibid., p. 372.



The problem of finding a competent bilingual staff for the schools in French-speaking communities, however, was great in the 1930's and it appears to be even more so today. "In the absence of separate schools, however, the French-Canadians exert their influence through representatives on the public school boards. This is seen from the fact that most of the town schools in the two colonies are staffed by Sisters of religious orders. Many of these nuns are English-speaking, owing to the scarcity of bilingual teachers. Their influence in impeding secularisation is enhanced by the fact that they are more experienced and more permanent than the ordinary public school teachers. In the 31 schools visited by field workers, the religious Sisters averaged 10 years' teaching experience as compared with 4 years' for other teachers.

"The substitution of English for French as the language of instruction in the schools of St-Albert and Ste-Rose has been accomplished gradually. Despite many compromises, this readjustment has involved conflict, for the French-Canadians in the West have clung tenaciously to their language, fortified by the fact that it has remained dominant in the province of Quebec".<sup>5</sup>

Professor Gaston Dulong, writing about the situation in Manitoba almost thirty years later, noted the same difficulty in finding competent bilingual teachers for French-speaking schools: "A Saint-Boniface, une communauté de frères américains, donc anglophones, a joué et continue de jouer un rôle néfaste dans les écoles en général, à l'école Provencher en particulier. Plusieurs de ces frères ne parlent même pas le français. Ils ont contribué puissamment à angliciser l'atmosphère des écoles. Qu'on les mette dehors! Le plus tôt sera le mieux".<sup>6</sup>

In spite of such vicissitudes, Dawson noted that, "School attendance is exceptionally good for the solidly-settled French-Canadian school districts in town and country".<sup>7</sup> However, he did note

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<sup>5</sup>Ibid., pp. 370-371.

<sup>6</sup>Gaston Dulong, "L'Etat actuel du français au Manitoba", Université Laval, mai et juin 1963.

<sup>7</sup>C.A. Dawson, op. cit., p. 372.





that proportionately fewer children completed the 8th grade in French-Canadian school districts than was the case in English-Canadian districts, although there were, he maintained, indications that the lag would not continue.

Turning from purely scholastic preoccupations, Dawson also studied other aspects of French Canadian communities in the West, and his observations should give a certain idea of the degree of cultural vitality maintained in the two settlements embraced by the enquiry. The district health nurse at Ste-Rose, Manitoba, for example, noted that a grasp of basic English tended to be prevalent in the area, and that the French Canadian diet differed somewhat from that of the English Canadians. "The French language is another of her great problems although there are few of her clients who cannot understand some English. ... She finds the food of the French-Canadians very similar to that of the English-Canadians in this area, except for the farmer's preference for soup, salad oil, and the frequent use of fats".<sup>8</sup>

However, the general trend tended to be towards anglicisation. Of a school fair, one field worker wrote: "About 80 per cent of the exhibitors were French-Canadians but all penmanship and poster work was in English. The investigators heard French spoken by about one-third of the gathering. Most of the children and all of the teachers used English, while French was spoken for the most part by the older generation. Except for this language factor one did not note a great difference between this school fair and hundreds of others held throughout the province".<sup>9</sup>

The younger generation seemed to have a greater fluency in English than the older, and it apparently was important in large scale enterprise. "French-Canadian children and many of their parents speak the English language readily. French is predominantly the language

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<sup>8</sup>Ibid., pp. 356-7.

<sup>9</sup>Ibid., p. 356.



of the street and the home, but English-speaking business people and government officials can manage without a knowledge of it".<sup>10</sup> If, however, English-speaking 'invaders' tended to dominate in the field of large scale economic ventures, the French-speaking tended to show greater resiliency in the field of small enterprise than did other ethnic groups. "These invaders have taken over such services as banks, grain elevators, and others which are branch establishments. There is less tendency for English-speaking Canadians to take over the smaller commercial services in French-Canadian communities than is the case in other group settlements. Such enterprises as hotels, general stores, and blacksmith shops, for instance, tend to be retained by French-Canadians".<sup>11</sup> One might ask, of course, whether control of such enterprise is adequate to maintain cultural viability when basic everyday services are dispensed in English. C.A. Dawson, in concluding his survey of French-speaking settlements, remarked, "... education, health methods, reading practices, and social activities. These secular services, mainly in the hands of the English-speaking group, are a means of diffusing English-Canadian ways and ideas among the French-Canadian settlers and of merging their interests with those of English-speaking Canadians whether of Catholic or of Protestant faith".<sup>12</sup>

Even the Church, the traditional bastion of 'survivance' in the western settlements, tended to show the trend of the times. From 1818 until 1870, according to Dawson, religious leadership in French-speaking communities came from the Oblates of France. After the Franco-Prussian war, this function was taken over by Quebec clerics. By the 1930's, certain French parishes had become mixed, and demands were made for sermons in English, sometimes by persons other than of British stock. Even the clergy, it would appear, was not always of French origin. "In Legal there is monthly church service in English and Morinville there is a sermon in French and English every Sunday. The latter is chiefly for the benefit of the 55 German-Catholic families in the parish. French is employed exclusively in the Ste-Rose parish church

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<sup>10</sup>Ibid., p. 357.

<sup>11</sup>Ibid., p. 353.

<sup>12</sup>Ibid., p. 374.





but English is coming into use on the playgrounds of Ste-Rose schools".<sup>13</sup> And again, "Only a few of the parishes, moreover, have escaped the invasion by other racial groups. The presence of Scottish or Irish priests who deliver sermons both in English and French indicates some of the adjustments which have been made in order to serve settlers who are Catholics, but not of French origin. The trend of events indicates that in time the French-Canadian Catholic Church will become an English-Canadian Catholic Church in the Canadian West".<sup>14</sup>

In summary, then, Dawson's study in the mid-1930's, would seem to indicate that French-speaking settlements in Manitoba had remained quite vital as cultural communities and that French was used in such settlements as the language of instruction in elementary grades as a result of 'understandings' with the Department of Education. However, he noted the degree of which anglicisation was on the increase in French-speaking communities and predicted that, in the long run, the French Canadians would be assimilated by the dominant English-speaking element in the Canadian west.

Turning to the period just prior to 1963, one finds approximately the same arrangements covering the use of French in the public schools of the province, although Père Arès has noted that the degree of vitality of the French Canadian community of Manitoba is falling quite sharply. Père Arès considers the number of persons speaking French in a given province, expressed as a percentage of the number of persons of French origin in the same province, to represent the degree of vitality of French in the province in question. Accordingly, he found that the vitality of the French Canadians in Manitoba had fallen from 82.1% in 1951 to 72.6% in 1961, a loss of 9.5%.<sup>15</sup> These percentages were derived from the statistics published by

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<sup>13</sup>Ibid., p. 357.

<sup>14</sup>Ibid., p. 374.

<sup>15</sup>Richard Arès, s.j., "Justice et équité pour la communauté canadienne-française", au Troisième Congrès Général de l'Association des Commissaires d'Ecoles Catholiques de Langue Française du Canada, à Ottawa du 30 mai au 1er juin, 1963, p. 7.



the Dominion Bureau of Statistics, which in turn were based on the assertions of various residents of Canada concerning the languages in which they considered themselves fluent. Accordingly, perhaps a study like that of Professor Gaston Dulong in which he used a variety of tests in order to ascertain to what degree young 'Franco-manitobains' really spoke and understood their mother tongue might prove more meaningful. His study was quite pessimistic and he appeared appalled at the level of French understood and spoken by the students examined, and their lack of knowledge of ethnic statistics (the numerical strength of the French-speaking Manitobans). The last mentioned factor is of dubious importance: if students in Grades 6, 7, and 8 are unfamiliar with ethnic statistics, it might be well at the same time to determine whether they are familiar with provincial and Canadian statistics, in order to ascertain whether they are ignorant of ethnic statistics or of statistics in general.

Dulong's study of the French language as spoken by students and teachers in a significant sampling of Franco-Manitoban schools does merit attention. He noted a deterioration in the French spoken by the young students, and an anglicised and impoverished vocabulary on the part of some of the younger teachers. Use of English words and anglicised expressions, and mistakes in agreement of nouns and qualifiers quite rightly disquieted Dulong. Whether the regular aspiration of 'h' and the anglicisation of 'r' and 'l', to which he makes reference, should prove equally disquieting is another matter. In Strasbourg, Nice, Toulouse, and Nantes, similar deviations in accent may be noted without calling into question the vitality of French culture in those cities. Dulong's thesis remains nonetheless valid: a quantitative study of the vitality of French, such as that devised by the Père Arès, says nothing about the quality of the language. Dulong's study does underline a gradual deterioration of the quality of French spoken in Manitoba, which he attributes to the secondary place accorded to French in the public schools of the province.

In 1951, L'A.C.E.L.F. held a seminar at Moncton, New Brunswick, on French schooling in Canada. The subsequent reports furnished some





interesting information on conditions in Manitoba. It was noted with reference to school districts, that French Canadians in Manitoba tended to live in compact communities, particularly along the banks of the Red River between Winnipeg and the American frontier. Other sources indicate that provincial educational authorities, aware of this fact, have actively favoured the French Canadian element when creating larger school districts; such, it will be remembered, had not been the case in Saskatchewan. "Une Commission pour la délimitation du territoire de chaque Grande Division partagea la province en 43 Divisions, et il est intéressant de noter que quatre de ces Divisions sont aménagées de façon à englober presque tout le bloc rural franco-manitobain. Ces Divisions ont élu des commissaires catholiques et français, ce qui permettra à notre groupe de conserver dans nos écoles secondaires les mêmes précieux avantages que nous avons acquis jusqu'ici".<sup>16</sup> It is to be noted, of course, that these same precious advantages are undefined.

In 1951, the legal position of French in the schools of Manitoba was highly restricted. "D'après le code scolaire actuel, la langue anglaise seule peut être employée au cours des séances des commissaires d'écoles, quoiqu'une décision judiciaire subséquente leur reconnut le droit de parler une autre langue que l'anglais. Quant au programme scolaire, il n'est permis d'enseigner le français qu'après la 9e année; dans quelques cas seulement, après la 7e, le français étant considéré toujours comme langue secondaire".<sup>17</sup> The de facto situation, however, appears to have been more favourable towards French schooling than the law might let one think. "Depuis 1916, le français ne jouit d'aucune reconnaissance officielle à l'école élémentaire. Néanmoins, l'enseignement du français est toléré. Les matières du programme sont enseignées de façon à satisfaire les inspecteurs du ministère, et le reste du temps est consacré à l'enseignement du français. Les petits Manitobains suivent donc deux cours parallèles, l'un en français, l'autre en anglais. Cette formule n'est applicable intégralement que

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<sup>16</sup>R. Préfontaine dans l'Association des Commissaires d'Ecole de Langue Française du Canada, Premier Congrès, Mai 1959, p. 62

<sup>17</sup>A.C.E.L.F., l'Enseignement français au Canada, IV<sup>e</sup> Congrès, Moncton, 1951, p. 135.



dans les écoles où la population est exclusivement ou en forte majorité de langue française, ce qui est le cas de la plupart des groupements. Il y a actuellement 355 classes canadiennes-françaises, comptant 7,600<sup>18</sup> élèves". The foregoing passage would appear to refer to public schools. The statistics that follow appear to have been augmented by the inclusion of 95 classes, although it is not clear whether these are public school classes; nor is it clear what should be understood by the 'écoles bilingues'.

<u>Statistiques:</u> <sup>19</sup>	<u>Dans la province</u>	<u>De langue française</u>
Ecoles	2,329	200
Classes	4,800	450
Professeurs	4,800	450
Population	795,000	67,570
Ecoles bilingues:	150: 1 <sup>re</sup> à 8 <sup>e</sup> année 30: 1 <sup>re</sup> à 10 <sup>e</sup> année 20: 1 <sup>re</sup> à 12 <sup>e</sup> année	

One of the more important agencies contributing to the maintenance of the 'French fact' in Manitoba appears to have been the Association D'Education des Canadiens français du Manitoba. "Chaque année, elle organise un concours de français, voit à l'organisation de cours français aux institutrices et aux normaliennes, de bibliothèques françaises dans les écoles, à la fondation de prêts aux normaliens, de cercles paroissiaux. Il ne faudrait pas oublier quelques initiatives récentes comme l'organisation d'un Festival de la Bonne Chanson, et la fondation d'un Prêt d'Honneur aux universitaires. Le principal travail est sans contredit celui de s'occuper de l'enseignement du français dans les écoles, comme cet enseignement n'est pas obligatoire. Le programme de français dans les écoles est le programme de l'Association: le travail d'inspection et de supervision est fait par deux visiteurs de l'Association, deux prêtres, qui y consacrent leur temps. L'une des belle victoires de l'AECFM fut l'établissement d'un poste radiophonique français à St-Boniface, qui marche à merveille, et fait rayonner la culture française par son moyen d'expression le plus moderne et le plus saisissant".<sup>20</sup>

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<sup>18</sup>Ibid., p. 119.

<sup>19</sup>Ibid., p. 150.

<sup>20</sup>Ibid., p. 298.





More light was shed on the situation regarding the "deux visiteurs de l'Association" twelve years later. "Actuellement les visiteurs sont nommés par Son Excellence Monseigneur l'Archevêque de Saint-Boniface. L'Association n'a qu'un droit d'approbation. Il serait préférable, me semble-t-il, que des candidats choisis par l'Association soient proposés à Son Excellence. L'Association serait alors plus libre dans ses exigences envers eux. D'ailleurs, c'est l'Association qui paie leur salaire ... elle doit pouvoir les déplacer s'ils la servent mal".<sup>21</sup>

The distinction to be made between the legal provisions for French instruction and what might be unofficially tolerated by the Department of Education had become quite confused by 1959. C.B. Sissons, commenting on the situation regarding French instruction, said, "In elementary schools a special place has been given French: where the trustees of a school district so desire and a qualified teacher is available, an hour a day may be assigned to its study. An intelligent and public-spirited layman, Dr. Marion, who was a leader among his compatriots for a generation, was of great assistance to the authorities in smoothing out difficulties".<sup>22</sup> It is not at all clear to what Sissons is referring when he talks of an hour a day assigned to the study of French. R. Préfontaine, writing in the same year, maintained that French was not provided for until Grade IV, at which time 20 minutes per day might be allocated for its study. In Grades VII and VIII, 35 minutes might be allocated, where so desired. Finally provision was made for 50 minutes of instruction per day in French in Grades IX to XII.<sup>23</sup>

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<sup>21</sup>A. Ducharme, s.j., "La Culture Française au Manitoba" Collège de Saint-Boniface, 1e 22 septembre 1963, p. 11.

<sup>22</sup>C.B. Sissons, Church and State in Canadian Education, The Ryerson Press (Toronto: 1959), p. 211; of the related question of separate schools, he noted, "Parochial schools persist, albeit subject to annual inspection, and there is some complaint about double taxes and state prying. As late as 1952 a flare-up occurred in Norwood where the school board agreed by a three-to-two vote to take over the instruction of some eight hundred pupils in two parochial schools. But any arrangement satisfactory to the Norwood Catholics involved a violation of the law against segregation during secular instruction, and after a few months the schools reverted to their former status." (pp. 211-212).

<sup>23</sup>R. Préfontaine, op. cit., p. 61.



However, a mere statement of the legal provisions regarding French would hardly give an accurate picture of the situation in Manitoba, as Préfontaine himself was quick to point out. "Dans toutes nos paroisses rurales, ainsi que dans Saint-Boniface, nos groupements catholiques et français sont assez homogènes pour élire des commissaires catholiques. Ceux-ci, à leur tour, n'engagent que des maîtres et maîtresses catholiques et français qui savent donner à nos écoles une atmosphère favorable à l'épanouissement de notre sainte religion et de notre belle langue. On y voit aussi dans toutes les classes un crucifix et des images saintes, et nos maîtresses enseignent en français même si elles doivent se hâter de cacher les livres français à l'apparition des inspecteurs du gouvernement. Ceux-ci, soit par largeur d'esprit, soit à cause de la tradition qui veut qu'ils 'laissent faire', ferment les yeux. Mais il y a certains centres urbains, tels Winnipeg et Norwood, où les écoles publiques sont strictement anglaises et neutres. Pour ceux-ci il n'y a pas d'autre solution que d'établir et de maintenir, à grands frais personnels, des écoles séparées".<sup>24</sup>

If, however, extra-legal attempts were made to maintain French instruction, the Mémoire of the Association des Instituteurs de Langue Française du Manitoba to the current Royal Commission on Bilingualism and Biculturalism indicates a trend away from teaching in French even where it might be accomplished with relative ease. The reasons given for this development, which is alleged to date from the mid-1940's, were multiple: The example was given of a teacher who, claiming that all of the students in her class understood English, and noting that the texts to be used were printed in English and that the Departmental examinations would have to be written in English, decided to use English as the medium of instruction. The same teacher, becoming directress of another school at a later date, instructed her staff not to duplicate their efforts in giving explanations in French as well as English. Similarly, it was pointed out that many teachers, having received their pedagogical training in English, found it easier to use English as the medium of instruction for all courses, other than







French language studies and religion.<sup>25</sup>

If there were growing problems in the elementary schools, one would expect even more in the secondary schools. Here the picture is again far from clear. The A.C.E.L.F. Congress of 1951 had referred to 'bilingual' secondary schools in Manitoba, but it was not explained whether these were public, private, or both. R. Préfontaine, when speaking of the Larger School Divisions, it will be remembered, had noted that the Districts had been arranged in such a fashion as to permit "à notre groupe de conserver dans nos écoles secondaires les mêmes précieux avantages que nous avons acquis jusqu'ici". Préfontaine gives the impression that there exist in Manitoba French Catholic secondary schools. Sissons, on the other hand, would appear to negate this proposition. "If secondary schools ever created a problem of Church and State in Manitoba they no longer do so. There are no separate elementary schools and there can be no demand for State support for denominational secondary schools. A good many such continue to exist, but they are dependent on fees, private benefactions, or grants by religious bodies. Many, perhaps most, of the French pupils whose ambition takes them beyond elementary schools enter such institutions. Here the curricula and standards are self-determined and the state appears only at the end of the course in the case of any students who present themselves for matriculation to the Provincial University".<sup>26</sup> The first part of Sissons treatment of the matter would appear to lean too heavily on the letter of the law and not enough on practice, for Préfontaine's actual experience with Manitoba schools indicates that French Catholic public schools are sometimes to be found in homogeneous French-speaking settlements. It seems probable, in view of the careful regrouping of school districts by the Department of Education, that there might exist certain public

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<sup>25</sup> Association des Instituteurs de Langue Française du Manitoba, "Mémoire présenté à la Commission royale d'Enquête sur le Bilinguisme et le Biculturalisme", Saint-Boniface, p. 8.

<sup>26</sup> Sissons, op. cit., p. 212.



secondary public schools that are in fact French Catholic, but that in mixed communities the private institutions to which Sissons referred would alone be in a position to offer such a type of education.

This, then, would appear to be the situation in Manitoba up until 1963. French language public schools exist extra-legally in areas where the population is overwhelmingly French-speaking. Elsewhere, resort is to private institutions. Even in schools which might be able to give education in French, there appears to be a tendency to use English instead, partly because the teachers are trained in English, partly because the school texts and the Departmental examinations are in English. Préfontaine, having uttered the fond hope in 1959 that the Bill of Rights might be formulated to include mention of the bilingual nature of the country and to assure French schools throughout the country, toyed with the idea of Federal intervention in the field of education. "Pour nous, l'entrée du Gouvernement Fédéral dans le domaine de l'éducation ne serait pas une ingérence mais une délivrance".<sup>27</sup> However, he rejected the idea as impossible and asked instead that other provinces, particularly Quebec, exert a discreet influence on the Manitoban Ministry of Education in favour of the Franco-Manitobans.

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R. Préfontaine in Association des Commissaires d'Ecole de Langue Française du Canada, Deuxième Congrès, 1961, p. 47.





SURVEY OF THE TEACHING OF AND TEACHING IN A  
LANGUAGE OTHER THAN ENGLISH IN THE PROVINCES  
OF SASKATCHEWAN AND ALBERTA, SINCE THE FIRST  
WORLD WAR

Prepared by James Ross Hurley,  
Royal Commission on Bilingualism and Biculturalism  
Ottawa, July 1964.



Historical Summary of Legal Dispositions Regarding Teaching  
of and Teaching in Languages other than English in the  
Northwest Territories.

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- 1872: L'Acte des Terres Fédérales; According to the "Mémoire des Canadiens français de la Saskatchewan" to the Rowell-Sirois Commission of 1937-38, these various acts all confirmed the "scholastic rights" of the French-Canadian minority.
- 1875: L'Acte des Territoires du Nord-Ouest;
- 1884: 1ère Ordonnance Scolaire de l'Administration des Territoires du Nord-Ouest.
- 1892: French and German literature both admissable to course of studies, and a board of education might cause a primary course to be taught in French (O.D. Skelton, "The Language Issue in Canada", Queen's Quarterly, April 1917).
- 1901: Ordinance of 1901, by which permission was given for the extra-curricular teaching in a non-English language, after school hours and at the expense of the parents of the children involved (O.D. Skelton, "The Language Issue in Canada", Queen's Quarterly, April 1917); still extant in 1917.





A Survey of the Teaching of and Teaching in a Language other than English in the Provinces of Saskatchewan and Alberta.

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In general surveys of Canadian education, Saskatchewan and Alberta are often treated together as though very little distinguished educational practices in one province from those of the other. In spite of a common history up until 1905, and despite similar provincial constitutions, the two provinces have evolved quite differently, particularly with regard to school questions. Principal divergences may be indicated as follows:

- (1) Teaching in French is more closely circumscribed in Saskatchewan than in Alberta;
- (2) Alberta has made legal provision for the teaching of languages other than French or English when so desired by local public school boards; Saskatchewan has not;
- (3) French-speaking communities are more scattered in Saskatchewan than in Alberta;
- (4) Saskatchewan received more of the conservative Doukhobor and Mennonite settlers than did Alberta;
- (5) Political and religious invective did not enter the French language issue in Alberta to the degree that they did in Saskatchewan;
- (6) In Alberta, separate schools may exist at both the primary and the secondary level of the public school system; in Saskatchewan, separate schools are permitted only at the primary level in urban centres;
- (7) According to C.B. Sissons (Bilingual Schools in Canada. 1917), Alberta soon departed from British precedent in education, which guarantees ultimate parental control over the education of their children, and began to assert state control in this field, whereas Saskatchewan showed a preference for the British ideal. This observation is very much limited by the date of publication of Sissons' work.

These factors have contributed to different lines of development in the two provinces.



## Historical Context:

The present report shall deal principally with developments respecting the teaching of and teaching in languages other than English in the Provinces of Saskatchewan and Alberta since the outbreak of the First World War. However, a brief statement of preceding developments is necessary in order to place the language issue in its proper context.

During the 18th century, the vast Northwestern Territories, including the three prairie provinces and part of present-day Ontario, were concurrently exploited for the fur trade by the Hudson's Bay Company, an English enterprise working from the North, and by French fur traders coming overland from Montréal. The French maintained quite cordial relations with the indigenous population, and inter-marriage was not uncommon. Indeed, French influence was such that Grace Lee Nute, an American historian, noted that during the "hey-day" of the fur trade, French was the "official" language of the Northwest.

A brief interlude occurred around 1759, when the French headed East to defend New France against the English; but with the cession of Canada by the Treaty of Paris in 1763, many "coureurs de bois" returned to the West, this time working in conjunction with the Hudson's Bay Company. In the ensuing years, the Métis French-Indian population played an important rôle in bringing the Northwest securely under British control. In 1856, the English House Committees commended this rôle; in 1865, the Assiniboia Council appealed to the Métis to protect the colony against the Sioux; and the Voyageurs lent aid both to the Hudson's Bay Company and to the Selkirk Colony on the Red River.

The first French Catholic school in the Northwest was established in 1859, the first permanent one in 1862. When the province of Manitoba was carved out of the Northwest in 1870, it was estimated that the Protestant English and Scots and the Catholic French and Métis populations were roughly equal (the





pure Indian population residing in the territories appears to have been ignored). Catholic and Protestant schools were to enjoy equal rights; and at this stage in the development of the Canadian Northwest, linguistic divisions tended towards congruency with religious divisions.

This brief outline anticipates the point of view of Mr. Zaharia, a member of the board of governors of the University of Manitoba: "The Ukrainians cleared more land in Western Canada than the French did." This does not seem to take account of the joint rôle played by the British and French Canadians in the initial taming of the Northwest, from which later immigrants to Canada were able to profit. Immigration during the latter half of the 19th century from the Western States and Territories of the American Union and from Europe, and very heavy immigration from Eastern Europe at the turn of the century, soon radically changed the original ethnical composition of the Northwest population.



SECTION I: SASKATCHEWAN





Historical Summary of Changing Legal Disposition Regarding  
Teaching of and Teaching in Languages other than English  
in the Province of Saskatchewan.

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- 1905: A permissive clause was formulated for the constitution of the new province whereby French might be used as the language of instruction in "a primary course" where so explicitly demanded by the commissioners of the local public school board; and whereby religion (one half-hour per day) and French language (one hour per day) might be taught in French, where provision shall have been made for the useful occupation of those students not desiring such instruction.
- 1907: Education Act: a four-year high school course in French and another in German were authorized, one of which was to be required for matriculation, but to be optional for the teacher's diploma. Only neuter public secondary schools permitted in municipalities.
- 1920: Public School Act (embodying 1918 - 1919 amendments): Only the first year of the primary school may be conducted in French Section 178 (2); after which, French may be taught for one hour per day in public elementary schools, Section 178 (3). These clauses are permissive and require that local school boards annually renew their demand for such privileges. This was upheld by the Privy Council in London.
- 1926: French programme elaborated by the Association catholique des Franco-canadiens de Saskatchewan accepted as an option towards the Grade VIII diploma.
- 1931: Amendments to the School Act, to which assent given March 11th, included following clauses:
- " 2. A candidate for the office of trustee shall be nominated in writing by two resident ratepayers, and the candidate shall complete



an acceptance form stating among other usual requirements that he is able to read and write in the English language and to conduct school meetings in the English language.

" 8. French may no longer be used as the language of instruction in any grade.

"14. A school board is prohibited from using the funds of the district directly or indirectly in paying a teacher for teaching a language, other than those prescribed, outside of school hours or in paying any portion of a teacher's regular salary in consideration for such service."

Current legal status: "The School Act", R.S.S., 1953, c. 169, s. 203:

203 (1): English shall be the sole language of instruction in all schools, and no language other than English shall be taught during school hours.

203 (2): When a board of any district passes a resolution to that effect, the French language may be taught as a subject for a period not exceeding one hour in each day as a part of the school curriculum and such teaching shall consist of French reading, French grammar and French composition.

203 (3): Where the French language is being taught under the provisions of subsection (2), any pupils in the schools who do not desire to receive such instruction shall be profitably employed in other school work while such instruction is being given.





Teaching of and Teaching in a Language other than English  
in the Province of Saskatchewan, from 1914:

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Those who framed the constitution of Saskatchewan in 1905 tried to profit from the experience of Manitoba, a pole of high complexity, and those of British Columbia, a pole of near simplicity, to arrive at a viable system of government. The resulting educational statutes in the new province tolerated religious instruction for half an hour a day; and in deference to the Quebec Act (according to Sissons), French, and French alone, was to be used as language of instruction for "a primary course" when so demanded by a local school board, and was other wise to be taught as a subject of instruction (one hour per day), when so demanded. Because the clauses ensuring these privileges were permissive and not mandatory, the demand had to be repeated each school year.

Settlers emigrating to Saskatchewan tended to do so in culturally homogeneous groups, and to establish their own communities. Thus it was that the near totality of the residents in the vast majority of the school districts of the province belonged to the local majority, and accordingly very few felt the need to establish separate schools as provided for in the provincial statutes. A system of denominational public schools tended to evolve (separate schools have never exceeded 50 in number in Saskatchewan). Uniform regulations governed the texts to be used, teacher training, and the granting of teaching certificates. "However strongly one may hold the view," says C.B. Sissons in *Bilingual Schools in Canada*, p. 160, "that it is better to have the children of all races and religious mingle in common schools, one must admit that the system of denominational schools as adopted in Saskatchewan and Alberta, if honestly administered, cannot impair educational efficiency."

"Colony" Doukhobors and "Colony" Mennonites, arriving in the province, tended to set up private schools in their



settlements, conducted in German or Plattdeutsch. The Mennonites in particular feared the introduction of English into their colonies lest it have a corrosive effect on the unity and moral integrity of their people. Matters were further complicated by a letter dated "Ottawa, 23rd July, 1873", written by P.M. Lowe, Secretary of the Department of Agriculture (Federal) to the head of the Mennonite community, then contemplating mass emigration to Canada, in which he said: "The fullest privilege of exercising their religious principles is by Law afforded to the Mennonites without any kind of molestation or restriction whatever, and the same privilege extends to the education of their children in schools." This guarantee constituted the legal trump card, as it were, of the Mennonites in opposing the introduction of English in their schools.

A certain number of German settlers also established private schools, and, to a lesser extent, so did the French and the Ruthenians (Ukrainians). Initially, the Ruthenians appeared eager to learn English, but as the Great War progressed, Ukrainian neo-nationalism spread through the American West and up into Canada. Although a few extremists proposed a complete return to the use of Ukrainian, the majority of the settlers accepted the practical necessity of learning English in their adopted land, while desiring not to lose their native language and culture.

In the 1915 Annual Report of the Department of Education, J.T.M. Anderson, Inspector of schools, and later Premier of the province and Minister of Education, advocated manuals for teaching English to the non-English. Inspector Marshall, contemplating the "Canadianization" of immigrants, stated: "They know that their children must and will melt into the Canadian mass but they do not wish them to give up, while they are alive, the use of the only language in which the parents can express themselves freely. Simmered down, this, I believe, is all the language question amounts to." (1915, p. 93).





Criticism of non-English languages became more acute in 1916, abetted no doubt by the xenophobia the Great War was engendering. Mr. Joseph Megas, a Ruthenian school organizer, saw fit to publish a reply in the Saskatoon Phoenix on May 27th, 1916, to charges laid in the Saskatoon Star 13 days earlier against the Ruthenian schools. On page 182 of Bilingual Schools (Sissons), appear the qualifications of all Ruthenian teachers of the time, as compiled by Megas.

In the Annual Report of 1916, great stress was placed on the study of agriculture and gradening. At the same time, increased attention was paid to proficiency in English and to the question of "nationality". Special classes that year were given for and attended by Russian, Ruthenian, Polish, German and Roumanian students seeking a teaching certificate. The Assiniboia inspectorate referred to four schools where French was good, but English poor. Estevan reported that English-speaking teachers were employed in all districts save the French-speaking teachers were employed in all districts save the French-speaking ones, where bilingual teachers were demanded. Inspector J.A. McLeod commented on the very wide use made of French and the often less-than-optimum results in English obtained in certain French-speaking schools. "I believe there is no attempt to contravene the law, though as you know, the law in respect to French in our schools is far from clear." (1916, p. 124). Inspector A.J. McCulloch Watrous expressed concern lest the students of the French-Canadian schools reach Grade VIII having only an elementary knowledge of either language, and added: "From present indications, these schools will always be compelled to import teachers from other provinces since we are not preparing French-English teachers in Saskatchewan." (1916, p. 191).

Inspector Marshall infused a cultural element and a concern for political values into the language debate when he said that the sprinkling of Anglo-Saxon elements in settlements of immigrants from abroad would "insure the prevalence of Western



democratic ideas and the use of English as the language of the school and community. I cannot but reaffirm the opinion expressed in my last year's report that the language peril exists only where the foreign born are settled in racial or linguistic blocks.

There were four supervisors of school districts in "foreign-speaking communities" who bore names neither French nor British.

In 1916, Dr. H.W. Foght of Washington, D.C., an expert in American rural education, was appointed to prepare a survey of education in the province of Saskatchewan. At this juncture, the provincial population was 647,835 (June 1st, 1916), of which those of British origin accounted for 54.5% and of French, for 5%. The provincial population in 1961 stood at about 925,000 of which the French-origin population represented 6.5% and the French-speaking population 3.9%.

1917 brought more heat into the debate. J.T.M. Anderson (Yorkton) unequivocally demanded unilingualism in the public school system. "The time has arrived when absolutely nothing but the English language should be taught during school hours in the public schools of the West. No other policy will safeguard the future of our nation. The majority of the best of our non-English citizens will support us in this stand." (1917, pp. 139-140). This would seem to apply to the teaching of, as well as in, a language other than English. The establishment of a special high school agricultural programme, consisting in English, Maths, History, Civics, and Agriculture, to be implemented by special grants, lends credibility to this extreme viewpoint. Inspector Arthur L. Merrill of Canora cited the theses of Rousseau in Emile in his report, according to which no child under 15 years of age can acquire two languages; he stated that the progress of the English language was retarded by the study of Latin during the Middle Ages; and finally, he maintained that English was essential to good citizenship. (1917, p. 169)





In two inspectorates, special attention was paid to the progress of French-speaking children in public schools. In Saskatoon, it was observed that progress in English was slower amongst French-speaking pupils in bilingual schools than amongst the non-English-speaking pupils instructed by English teachers; in spite of the sentiment that English was thus "slighted", instruction in English appeared to be satisfactory. (In order to make these rates of progress more comparable, the inspector might also have indicated relative achievements in the mother tongue of the students in question as a compensating factor.) Inspector Stevenson made a different sort of study of the French schools of his inspectorate and a comparable sampling of English schools; the study indicated a much higher concentration of students in Grades I - III in the French schools than in the English, and significantly lower numbers in the upper grades. Stevenson attributes this lag to the primary course in French and the initial lack of English.

In 1918, Section 176 of the School Act was amended so that Ash Wednesday might be a holiday only when explicitly declared as such by a board of trustees. Section 177 was repealed so that English became the sole language of instruction with the exception of Grade I in French for French children, and one hour of French language study in French thereafter for such children, provision being made for the useful occupation of those not wishing to participate in such instruction.

Stevenson from Oxbow gave ample statistics on French schools, and where teaching certificates had been obtained. (1918, p. 116) He indicated a good knowledge of English amongst the teachers, but poor general standing amongst the pupils. Inspector A.W. Keith of Duck Lake complained of an inflow of unqualified and unsatisfactory teachers from Quebec to teach in French schools, and of a preoccupation with catechism and French in such schools; he further noted the dissatisfaction of the



English minorities in such school districts for whom "there appears to be no remedy under the present Act". (1918, p. 148). (This last point is debatable: the statutes of 1905 stipulated that students not desiring French instruction, where such were demanded by a local public school board, were to be profitably employed in some other pursuit during such instruction.)

Inspector Marshall of Indian Head tended to defend French-Canadian interests, explaining that parents, while wishing to preserve their language, culture and religion, were proud of their accomplishments in English and wished their children to be fluent in it; and, further, that it was only natural that French Canadians should form coherent cultural communities and that this should not be interpreted as a subversive attempt to build "another Quebec in Saskatchewan".

Reports for the same year did deal with other linguistic groups. Merrill of Canora noted great improvements amongst the Doukhobors, which he attributed largely to more integration with the English, respect for the School Act, and the decline of ecclesiastical influence. Keith of Duck Lake commended the efforts of a number of Ruthenian university students who, as teachers, were helping to "Canadianize" their people. Anti-German feeling was quite rife at the time, and it would appear that industrious German settlers in certain areas suffered a degree of social rejection.

The most significant development of 1918, however, was the publication of the Foght Report on Education in Saskatchewan. The report was very much a "progressive" American one, characterized by a certain pragmatism and by a belief in the democratic process. This was clearly mirrored in the introductory remarks:

"Saskatchewan, in common with the other prairie provinces of Canada, is dominated by people of progressive type - forward-looking people who have shown a striking determination to escape the hindering influence of back-eastern conservatism by taking action before their educational institutions shall become afflicted





with inertness resulting in failure to respond to the changing life of their democratic civilization." (Foght, Survey, p. 5)

Commenting on the public school system, Foght noted that ratepayers establishing a separate school were assessed for the maintenance of that school and were exempt from taxation for elementary public school purposes. Very few separate schools had ever been called into existence in the province, and Foght concluded that "the liberal provision made for religious instruction in all elementary schools has minimized the demands for separate schools." This is only half the reason: homogeneous school district communities were also an important factor, and Foght does not seem to have given consideration to it when advocating school consolidation.

In his survey, Foght published the time-tables for the Normal Schools at Regina and Saskatoon for the fall term, 1917 (pp. 179-180), in which no provision appears to have been made for preparation in languages other than English. Further, the proposed course of studies for rural high schools did not include French, Latin, or any foreign language (p. 74); largely utilitarian, it placed heavy emphasis on agricultural courses.

The Survey of Education in the Province of Saskatchewan prepared by Foght bore a section entitled "Non-English Elements in the Educational System". These "elements" were classed as "certain groups of foreign-born settlers banded together by common religious belief...reluctant to accept the ways of their adopted country. These people are now retarding the process of unifying the nation." (p. 145). The groups thus classed were:

- (I) Colony Mennonites;
- (II) Colony Doukhobors;
- (III) Ruthenians (Ukrainians);
- (IV) Germans.

Of the Ruthenians, it was said that they were eager for the English language, but longed also to preserve their own tongue. "This is natural in the first generation. Because of



this eagerness to preserve their mother-tongue they have been insisting upon having the schools Ruthenian-speaking teachers, which generally has meant inferior teachers with little ability to give English instruction." Of the German schools, it was admitted that twelve in the Humboldt area had good standards (half a day conducted in German, half in English), and that German-English bilingualism was not uncommon. Such schools were private.

The Scandinavians, "...by reason of their close kinship to people of Anglo-Saxon origin in traditions, history, and ideals, ... are readily canadianized and so present no special problem." (p. 15) However, in an initial demographic survey of the province, Foght said of the French: "...they have proved intensely nationalistic and cling tenaciously to their French tongue and customs." (p. 15) This was the sum total of all that Foght had to say about the French Canadians in the province of Saskatchewan. In view of the privileged position of the French in the school system, and bearing in mind the amendments respecting the use of French in public schools, it is astounding that nothing was said about this minority, notwithstanding its weak numerical position. This cannot have been an oversight. One is tempted to suppose that Dr. Foght had been asked to avoid this particularly controversial aspect of the educational system. An unfortunate side-effect of such an omission, however, is that people would then be in danger of supposing that the problem did not exist.

In this recommendation, Dr. Foght presented the following propositions:

- (a) for private schools -
  - (1) Government inspection
  - (2) more conformity to the "needs of the Canadian people";
  - (3) reduction to a minimum of the use of German as a language of instruction;





(b) for public schools -

- (1) the teaching of a non-English language only after regular school hours (no qualifying clause distinguished French from the other "non-English" languages).

Dr. Foght, in preparing this study, was assisted, amongst others, by another specialist in rural school practice for the Bureau of Education in Washington, D.C. Although occasional allusions are made to "Canadianization", little content, other than the teaching of Canadian history and government, is given to the term. Quite frequent comparisons are made between Saskatchewan and certain neighbouring western states of the U.S. with respect to school attendance, expenditures, practices, attitudes, and the assimilation of immigrants (and Vermont in the case of vocational training). The best example of this may be found on page 148 of the report; speaking of the Mennonite communities of South Dakota, Foght wrote: "While these people continue to live the old community life, one can see a marked improvement in their mode of life over the Saskatchewan type. They can all speak English, many fluently ... The State of South Dakota requires English as the medium of instruction ... recently German as a medium of instruction in Mennonite, parochial, private schools, and other schools has been discontinued at the request of the State Council of Defence. These Steps may seem radical to some people; but they will assuredly hasten the Americanization process, and for it, some day, the state may receive the gratitude of the very people who assumed rights that the state is now curtailing." No doubt was left by Foght that, to become Canadian, immigrants must learn English.

Nowhere in the work is French treated as a Canadian tongue. Nor, for that matter, does the report appear too favourable towards the teaching of any language other than English (although, according to the report, demand for second-language



instruction would be chiefly for German). This lack of interest in languages might be due to the current war (see remarks on South Dakota), and again to agrarian preoccupations in Saskatchewan school education.

1918 also saw the creation of the Collège Mathieu at Gravelbourg, a French-language affiliate of the University of Ottawa.

The conclusion of the War seemed to breathe a new spirit into the language issue in Saskatchewan. In order to commemorate the war dead in a fitting manner, three "Scholarships for Canadian Students in Paris", each worth \$1,200, were created by the Department of Education to enable university graduates in the teaching personnel to further their knowledge of the French language and culture in the country where so many Canadians had recently given their lives (it was hoped by the Minister that other provinces would follow this initiative). Professor MacDonald offered two French classes (7 students in one, 5 in the other), at the Summer School for Teachers. In the same year, Inspector Anderson tendered his resignation in order to take up a new assignment as Director of Education among new Canadians.

In 1919, Inspector Drimmie of Radisson complained about provisionally certified Quebec teachers. However, after 1920, only passing remarks were made about the language problems; and after 1922, the Annual Report no longer carried the chatty reports of the various inspectors.

On the religious plane, the Provincial Teachers' Association criticized in 1921 the use of religious costumes and symbols in public school class-rooms, according to Abbé Groulx. However, with respect to French, he notes that in 1923, upon examination of competency in English, the bearer of an English-French certificate from a Quebec Normal School, might teach in Saskatchewan. In 1923 also, according to the Annual Report of the Department of Education, a limited number of Catholic Readers were distributed free of charge.





Modern Language Instruction in Canada, prepared by the Carnegie Foundation and published in 1928, affords a good deal of current information for 1926. It was in that year that French became an option for the Grade VIII diploma, and for which a programme elaborated by the Association catholique des Franco-canadiens de Saskatchewan was adopted.

For the year 1926-27, approximately 90% of all pupils in high school were enrolled in French classes; according to the Carnegie report, German was rarely studied because of the antipathy generated during the Great War and because of inadequate provisions for teaching it. Examination pressures tended to place emphasis on translation and grammar rather than on pronunciation and conversation. "Few teachers of French or German in the high schools speak these languages as mother tongues." (Modern Language Instruction, p. 343). For French, the Fraser and Squair text was used, and for German, the Ontario High School text was adopted. Longman's French Course was introduced into those non-French elementary schools that had elected to study French, while the Roch Magnon Cours de Lectures Graduées and the Leçons de langue française of the Frères des Ecoles Chrétiennnes, were used in the 100 public schools that utilized the provisions of the Public Education Act of 1920, whereby Grade I might be conducted in French, and whereby French might be taught for one hour per day in the other grades. Certain private schools (chiefly convents), had introduced, with a certain amount of success, French as a medium of intercourse at meals, and other techniques designed to render the study of the language more meaningful. The following figures refer to the number of students in public schools following courses in German or French, the only modern languages, other than English, being taught. The 1926 figure come from the Carnegie work, while the figures for the other years come from the Annual Reports for the respective years (the only years for which such figures have been published).



<u>Year</u>	<u>Subject</u>	<u>Grade XI</u>	<u>Grade XII</u>
1926	French	2,307	1,074
	German	134	91
1928	French	2,716	1,236
	German	148	83
1929	French	3,096	1,492
	German	188	109
1930	French	3,438	1,680
	German	210	145
1931	French	3,861	2,120
	German	231	166
1932	French	4,507	2,628
	German	298	177

At the university level, there were interesting developments. A lot of progress had been made since an elementary lesson in French was given in 1909 by the professor of English. 1910 saw the appointment of a professor of French and German, and in 1913, separate departments were created. In 1926, the majority of the University of Saskatchewan students took French to fill language requirements for the various degrees. Aside from the Arts Faculty, where Greek or Latin might be substituted, students in all schools were obliged to take at least one class in either French or German. At the same time, the Provincial Normal Schools at Regina and Saskatoon were giving instruction in the methods of teaching French.

The language issue seems to have remained dormant until 1928. It was at this time, apparently, that the Ku Klux Klan was organized in Saskatchewan. The Conservative party, under the leadership of J.T.M. Anderson, the former school inspector, decided to make the administration of school laws the key election issue. Anderson pledged his party "to remove sectarian strife from the public schools - our great training grounds of democracy; to inaugurate a safe and sane immigration policy...." (Canadian Annual Review, 1928-29: p. 467). He also advocated Royal Commissions on Education and on Settlement; the latter suggestion





was subsequently acted upon, but the former appears to have been ignored after the election.

Anderson also said that the school issue was not concerned with the private and separate schools, but only with the public ones (C.A.R., 1928-29: p. 468). Such an assertion is, of course, inane in the proper sense of the word. It has already been shown that, because of the nature of colonization of the province, the school districts, each of four square miles in area, tended to have homogeneous populations; furthermore, only minorities in each district had the right to establish separate schools, and in view of the nature of settlement, such minorities rarely existed, so that separate schools were rare; and lastly, the generous provisions made for religious instruction and teaching in and of French led to a complex and quite liberal school system which tended to satisfy most of the ratepayers, and which thus effectively eliminated popular demand for another sort of school system. What in fact was created in Saskatchewan was a system of public denominational schools. Very little distinguished Protestant and Catholic separate schools from public schools in school districts with a Protestant or Catholic majority.

The election campaign was fraught with sectarian strife. To charges that the Archbishop of Regina controlled the education department, Premier Gardiner produced statistics to show that Catholics only held 12% of posts at all levels of the department and thus were under-represented.

Anderson won the election of 1929 with the open support of the anti-French Catholic Regina Daily Star, of the Loyal Orange Lodge (of which he was a member), and, according to Abbé Groulx, of the Ku Klux Klan (although both Gardiner and Anderson denied any association with the Klan). Once elected, Anderson suppressed the exchange of teaching certificates with Quebec, which had seen the admission into Saskatchewan of 200 teachers between 1918-28. It was subsequently made binding in the public schools to teach religion only in English (Groulx), and the wearing of religious



costume or the display of religious symbols and emblems in the class-room were outlawed. At the same time, competency in English became a condition of eligibility for school trustees, and English became the sole language for the conduct of school board meetings. Gardiner, now leader of the Opposition, opposed such measures and pleaded for a solution similar to that of the Maritime provinces, but he failed to get sufficient support.

J.L. Brown, in the federal House of Commons, reproached the Opposition Leader Bennett for inconsistencies between his Quebec speeches and the activities of his Conservative colleague, Premier Anderson. Bennett evaded a direct reply to the question of why he had not exerted pressure on the Saskatchewan party for a change of attitudes (Hansard, 1930: p. 2131).

The Report of the Saskatchewan Royal Commission on Immigration and Settlement, as promised by Premier Anderson during his election campaign, was published in 1930. Its findings were not particularly relevant to the current study, other, perhaps, than the emphasis on assimilation: "Too rapid increase in this direction (non-British immigration), however, would place too great a stress on our educational system and other services by which newcomers are assimilated, and we have found throughout our studies acceptance of the necessity of some slowing down of the immigration of non-English-speaking people." (p. 24). Settlers from Britain were in a preferred position.

Activities of the Ku Klux Klan in Saskatchewan reached such proportions that a governmental inquiry into the association was ordered by the new provincial Premier (C.A.R., 1930-31).

In 1931, the issue came to a head. First, all distinguishing titles, bearing religious designation not provided for in the present school law, were dropped (i.e., Grenfell Protestant Public School District, Lebret Roman Catholic Public School District).

Then, on March 11th, royal assent was given to a number of amendments to the School Act, including the following:





- "2. A candidate for the office of trustee shall be nominated in writing by two resident ratepayers, and the candidate shall complete an acceptance form stating among other usual requirements that he is able to read and write in the English language and to conduct school meetings in the English language.
- "8. French may no longer be used as the language of instruction in any grade.
- "14. A school board is prohibited from using the funds of the district directly or indirectly in paying a teacher for teaching a language, other than those prescribed, outside of school hours or in paying any portion of a teacher's salary in consideration for such service." (Annual Report, 1931, p. 11).

On October 15th, 1931, the Saskatchewan Government established a Correspondence School, giving high school courses in a variety of subjects, including English, Latin, French, and German. From this point on, French was almost always treated in the Annual Reports as a second language for English-speaking students.

In the federal House of Commons, E.-O. Bertrand, M.P. for Prescott, first expressed concern at the introduction of an amendment in Saskatchewan to abolish the French primary course. (Hansard, 1931, p. 165). Political invective soon crept into the debate. G.W. McPhee of Yorkton quoted the Orange Sentinel and the Regina Star, which accused the Liberal Party of being French dominated; then, claiming that the Bennett government had a clear mandate from the West to call a halt to "illegal" bilingual propaganda, he called for the withdrawal of the bilingual stamps being instituted by Bennett's Post-Master-General Sauvé. Then J.A. Bradette of North Timiskaming accused Turnbull of Regina, who had campaigned in 1930 against French-Catholic schools, of creating ill-will in suggesting that Franco-Saskatchewan schools were part of a plot to turn the province over to the powers of



Quebec (the hysteria allegedly created by the presence of a 5% French-speaking minority, at times seems hardly credible).

A.R. LaVergne, Bennett's Deputy Speaker, accused Premier Anderson of adopting a policy detrimental to the province of Saskatchewan and to the country; he reconciled his allegiance to the same party that had brought Anderson to power by pointing out that the Conservatives had been defeated in 1896 for their support of the Remedial Bill (1931, p. 183).

On another occasion, F.A. Fontaine of St. Hyacinthe-Rouville condemned the Regina Daily Star for factionalism (1931, p. 395). Even Prime Minister Bennett came under fire when L. Dubois of Nicolet quoted the Free Press of June 5th, 1905, to the effect that Bennett had opposed separate schools for the Northwest (1931, p. 566).

There is later mention of a possible abrogation of the Saskatchewan school laws (1931, p. 1442), but it does not appear to have materialized. In the second week of June, the Earl of Bessborough, then Governor-General, pronounced on the usefulness and necessity of learning French, and about the teaching of French in Canada (1931, p. 2664).

In 1936, an achievement test in English usage, spoken English, and essay work was given at the Saskatoon Normal School to compare English and non-English students. The value of the test may well be doubted; it did, however, show a continued preoccupation with excellence in English as a key criterium of a good teacher in the eyes of the Normal School directors.

The Royal Commission on Dominion-Provincial Relations of 1937-38 (the Rowell-Sirois Report), brought about some interesting developments. The French Canadians of Saskatchewan, the Saskatchewan School Trustees' Association, and the Saskatchewan Teachers' Federation, all submitted briefs in which they asked for federal intervention in the field of education. The following excerpt from the "Mémoire des Canadiens français de la Saskatchewan" is particularly pertinent:





"Les griefs des Franco-Canadiens de la Saskatchewan ne s'adressent pas à l'Acte Confédératif lui-même, mais à la non-application d'un régime d'institutions et de garanties analogues à celui des provinces confédérées (1867) en Saskatchewan.

"A. La législation provinciale dénie aux Franco-Canadiens

- (I) en tant que catholiques tout droit à des écoles de leur choix, dont l'Acte confédératif se porte cependant garant;
- (II) en tant que nationaux, toute possibilité d'exercer leur droit, garanti par l'esprit qui a servi de base à la Confédération, à l'usage de la langue française:
  - (a) soit dans le domaine public;
  - (b) soit dans le domaine de l'enseignement public à tous les degrés."

A subtle, and highly useful distinction is made in the above excerpt between what is guaranteed by the letter of the B.N.A. Act (Catholic schools), and what is guaranteed by the spirit of Confederation (the free use of their language by French Canadians in the new country; for, as Ernest Lapointe put it in 1916, it would be absurd to say that the French language is a national language in Canada, and to contend in the same breath that it is a foreign language in the Canadian provinces).

It is interesting to note above that the French Canadians of Saskatchewan hereby turned to the federal government to ensure the faithful application of the B.N.A. Act, while it was thought by their compatriots in Québec that the intervention of the federal government would necessarily be injurious to French-Canadian interests and should be prevented at all costs.

Quite different reasons were put forth by the Saskatchewan School Trustees' Association and the Saskatchewan Teachers' Federation for federal intervention in the field of education. They submitted briefs to the Rowell-Sirois Commission in which they claimed that although education at the time of Confederation



was declared a provincial concern, educational duties that had formerly devolved upon the home, the Church, and the community, had subsequently come to be regarded as duties of the school, and that the burden of trying to assure an equitable system of education all across Canada exceeded the financial capacity of the provinces; thus federal financial involvement in educational matters seemed imperative. Special stress in both cases was given to the problem of agricultural and vocational training; nothing was said about second-language study, or linguistic problems.

Towards 1939, the Department of Education appeared to be dabbling in theories of progressive education. In 1940, it was decided to introduce a new French course of study into the high schools of the province. Claiming that there were three possible approaches to language study, -

1. the grammar approach,
2. the oral approach, and
3. the reading approach,

the responsible authorities chose the last mentioned, aimed at developing fluent reading powers without becoming overly concerned about grammar or pronunciation. The new course was initially introduced in Grade IX, and was extended to Grades X and XI in subsequent years. In view of this development, it was not surprising that the new Deputy Minister of Education should quote Dewey in the 1943-44 Annual Report.

In the 1944-45 Report, only the Matriculation Course of the six possible courses of secondary school study, comprising the Technical, the Normal School Entrance, the Commercial, the Household Science, and the General Courses, as well as the Matriculation Course itself, included any emphasis on language study other than English.

In the 1946-47 Report, the following development is noted, which, while highly commendable, marks progress only in the field of French-for-the-English:





"Particularly noteworthy was the series of French broadcasts, le Quart d'Heure Français, arranged by the Manitoba Department of Education. In this series, direct teaching was punctuated by examples of French conversation in situations within the student's experience. Synthesis rather than analysis was the process used to present the language as a natural part of life's situations. Saskatchewan was pleased to make this Manitoba series available to Saskatchewan students and teachers at a time when a new French course was being inaugurated." (p. 40)

In the 1949-50 Report appeared a further development along the same lines, with the introduction of a new radio programme, Ici le Français.

This series comprised 29 programmes based on the Grade IX text, Junior French. It covered the 20 lessons in the text and attempted to arouse an interest in oral French, thus assisting and supplementing the teacher's work. French songs and interesting facts about French culture were included. To enable classes to follow more easily, two broadcasts were devoted to each lesson. (This does not seem possible, given 20 lessons and only 29 programmes.) Reports indicated that rural teachers find them greatly worthwhile.

No similar series of radio broadcasts for instruction in languages other than French and English appear to have been made available in Saskatchewan. The value of the French broadcasts is limited by the school level at which they are offered (Grade IX and up). No recent developments appear to have taken place with respect to teaching of and teaching in a language other than English, according to these official publications.

The Royal Commission on Agriculture and Rural Life in Saskatchewan (Baker Report) of 1955 embraces the only official and publicly circulated study of public education in Saskatchewan since the Foght Report of 1918. The study was limited to rural education by the frame of reference of the Commission.



This Report, submitted by Adams, Baker, Bourrassa, Fowler, Gibbings and Phelps, dealt largely with the technical aspects of rural education and with physical educational facilities. Farm population was declining as a proportion of the total, and with the extension of mechanisation, farms each year became larger and the rural population more scattered. Student enrolment in schools operating under the School Act, the Secondary Education Act, the Vocational Education Act, and the Government Correspondence School Act, had fallen drastically between 1931-32 (230,735 students) and 1952-53 (165,447 students), from which point it seems once again to be on the rise. The percentage of these pupils to be found in rural schools declined from about 60% of the total in 1941 to about 36% in 1954. According to the Report, the decreased density of the rural population impelled the regrouping of school facilities (consolidation and larger school units).

The Introduction states that the content of education was not within the scope of the study, yet 24% of the briefs submitted dealt with curriculum inadequacies. Neither language study nor the language of instruction was cited as a factor in the "drop-out" rate due to the curriculum. Indeed, it was noted that rural people generally favoured a broadened school curriculum. In the sections of the Commission's recommendations dealing with teacher qualifications, curriculum content, and student retention, no mention was made of language.

The Catholic and Anglican Churches pleaded for greater religious education; the Catholic Hierarchy went further to stress the importance of developing love of land and pride of ownership in the rural school curriculum; and, in fact, the actual rural school curriculum was very much directed towards farm management.

Interesting figures and studies on teacher shortages, student drop-outs, and student retention are included in the Report. The reasons given for drop-outs have little bearing on "bilingualism and biculturalism"; economic reasons predominate (farm-boys required to work at home, and the like).





The Baker Report is interesting more for its omissions than for what it does actually say. No briefs appear to have been submitted to ask for more consideration for ethnic groups (or, if submitted, at least no acknowledgement of them was made in the Introduction); and, to judge from the Report, the ecclesiastical briefs submitted did not touch upon such considerations. The heavily agrarian preoccupations of the Commission in the field of rural education seem designed to stave off further emigration to the cities and urban centres; rural education thus becomes quite utilitarian.

The absence of references to the complex ethnic structure of Saskatchewan is remarkable in the realm of education, if not, in the last analysis, particularly surprising. Dealing with the rural population as though it were ethnically homogeneous and as though the aspirations of this same population were identical and were limited by a common destiny as farmers, seems to reflect more the wishful thinking of the centralized provincial authorities than the desires of the local people themselves.

This survey would be incomplete, however, without a brief study of the problems of larger school units and school consolidation which, according to the French Canadians of Saskatchewan, are gradually eliminating the vestiges of French education that remained after 1931.



"Larger School Units" in the Province of Saskatchewan

The development of "larger school units" has been a post-war phenomenon in Saskatchewan. Such a plan had been developed as early as 1940 by the Liberal Party, then in power, but it was not until 1944 that the new government of T.C. Douglas (C.C.F.) put the plan into operation. The purpose of the new system, according to the Education Department, was to provide a greater degree of educational opportunity and equality of financial support.

The Larger School Units Act, 1944, provided that the units be established provisionally for five years. Within six months following the termination of this probationary period, a vote on the possible disorganization of the unit might be held, if a petition signed by at least 15% of the resident ratepayers were presented to the proper authorities.

A highly complex system of public schools was thus instituted. There are currently 65 larger school units, each divided into five or six sub-units headed by an elected administrator, and each composed in turn of twenty to twenty-five school districts (in which separate schools may continue to exist). The rôle of the local school trustees, however, has been reduced to one of councilor to the administrators of the larger units. The latter have the power to order the closing of local schools after having erected central schools better located for the population of the unit, and to which they may compel parents to send their children. However, because the old school districts continue to exist, the French-Canadian minority at the level of the larger unit, if a majority at the level of the local school district, does not have the right to demand the minority privilege of establishing a separate school which would be independent of the large unit.





In 1961, M. Rolland Pinsonneault, President of the Commissaires franco-canadiens de la Saskatchewan, speaking of the establishment of larger school units in his province at the Congress of French Catholic School Commissioners in Ottawa, declared: "... Ce qui arrive, du moins en Saskatchewan, c'est que ces réformes nouvelles ne prennent pas (ou si peu que point) en considération l'existence du groupe d'expression française."

Mr. T.C. Douglas, then Premier of Saskatchewan, claimed that Mr. Pinsonneault was the only person to complain about the system, and he invited the Association to send an enquiry team to Saskatchewan to study the matter. This the Association des Commissaires d'Ecole Catholiques de Langue Française du Canada did; the results of the enquiry were less pleasing than Mr. Douglas might have hoped.

M. Gaston Dugas, special envoy of La Presse, summarized the principal grievances of the French Canadians under the new system in the following way:

"Fondamentalement, il y a trois genres de difficultés auxquelles les Canadiens français de la Saskatchewan doivent faire face quotidiennement depuis des années: (1) leurs paroisses sont parfois divisées entre les territoires de plusieurs grandes unités scolaires, avec le résultat que les enfants sont souvent transportés dans des écoles centrales, en dehors des paroisses, là où il n'y a ni enseignement du français ni enseignement de la religion; (2) les écoles séparées ont l'obligation morale d'accepter des enfants venus d'en dehors de leur district, mais elles ne reçoivent aucune subvention pour ces écoliers, de la part du gouvernement ou de la grande unité; (3) les écoles séparées ou publiques catholiques reçoivent un nombre plus grand d'élèves de langue anglaise à la suite de la centralisation."

The crux of the matter was well stated by Rolland Pinsonneault at the Troisième Congrès Général de l'A.C.E.C.L.F.C. in May 1963:



"Voici maintenant ce qui arrive: la centralisation, avouons qu'elle comporte en elle-même ses avantages, en pratique joue contre nous sur tous les plans. Nous avons droit à une heure de français et à une demi-heure de catéchisme, mais à condition d'en faire la demande tous les ans. Or, cette demande doit être présentée par les commissaires. Autrement dit, il faut être en majorité pour s'assurer que les commissaires seront choisis parmi les nôtres. La population peut être encore en majorité sur le plan catholique et ne l'être pas sur le plan français."

He accused the Department of Education and the administrators of the larger school units of playing Herod and Pilate with the French Canadians seeking French instruction: "Le Département nous renvoie à l'Unité qui a plein pouvoir et l'Unité nous renvoie au Département qui a fait la loi. Conséquences: les nôtres se fatiguent; les moins fervents démissionnent tout simplement. Contre une force de ce genre, la résistance la plus convaincue finit par s'user."

The study seemed to show that French Catholics often have more difficulties with English-speaking Catholics than with Protestants. Then too, a growing apathy was noted: parents were growing tired of fighting what seemed a futile battle, and children tended to lack interest for what might seem a foreign tongue to their English-speaking comrades. "Anglicization" (the percentage of those of French origin who no longer speak French) has become quite high: 31.9% for the province as a whole, 90% for Regina.

The bishops of Gravelbourg and Prince Albert have tried to build up a French-speaking élite through the Collège Mathieu de Gravelbourg (affiliated with the University of Ottawa), and the Collège Notre-Dame de Prince Albert (affiliated with the University of Sudbury, and having about 100 students).





This state of affairs stands in bleak contrast with the professed liberal educational philosophy put forth by Woodrow S. Lloyd, then Minister of Education for Saskatchewan and later provincial premier, when he delivered the 1959 Quance Lectures at the University of Saskatchewan. After quoting from Liberty in the Modern State by Harold Laski ("Men do not, I believe, resent an environment when they feel that they share adequately in its making and in the end for which it is made. But they are bound to be at least apathetic, and possibly hostile, when the sense is wide and deep that they are no more than its instruments.") he went on to say that, "... to delegate progressively to competent schools (accredited, if you like) the authority to develop curricula, to select texts, and to examine, would, in my opinion, be a mark of maturity, and an even more mature performance might well result." (W.S. Lloyd, The Role of Government in Canadian Education, p. 52).

However, although Lloyd seemed to favour greater extension of local school board responsibility for and participation in the education of people under its jurisdiction, he did not make clear whether this might extend to the choice of primary language to be used as a vehicle of instruction, or whether this choice would remain with the central authority. This, after all, is one of the questions posed by larger school units with respect to the one hour of instruction in French that was more easily obtained, it appears, in the smaller school districts.

Meanwhile, the larger school units become more firmly entrenched. In 1951, the probationary period for the first 45 units ended; for 19 units, no petitions were submitted; petitions signed by less than 15% of the ratepayers were submitted in 21 units and thus were not considered; in 5 units, where the required 15% of the ratepayers had sanctioned petitions, the continued existence of the units was sustained in the subsequent voting by a "very considerable majority".



In 1958, a vote was held on the retention of the Yorkton larger school unit; 2,235 voices decided in favour of retention, with 1,535 (or 40%) against.

In recent years there has been a relative flurry in the establishment of Catholic Separate School Districts. Eight new Roman Catholic Separate School Districts were created between 1959 and 1962, and one old District was disorganized.

The following figures, showing a decline in the absolute number of Public School Districts and an increase in the number of Separate School Districts, would seem to indicate that satisfaction with the public school system is not what it was before the War, when the number of Separate School Districts tended to remain quite constant.

	<u>1953</u>	<u>1963</u>
Public School Districts	5,180	5,056
Consolidated Public School Districts	42	57
Roman Catholic Separate School Districts	27	36
Consolidated Roman Catholic Separate School Districts	-	3
Protestant Separate School Districts	9	8
Municipal Corporation of Uranium City	-	1

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At the present time there are about 300 French classes, to which about 225 religious instruction groups might be added. About 20 of the separate schools are considered "bilingual".

M. Pinsonneault hopes for better days, but it is to Quebec that he turns to ameliorate the situation: "Notre grand espoir est que bientôt Québec soit présent chez nous en chair et en os avec ses maisons de rayonnement culturel. Cette présence s'impose pour l'Etat du Québec lui-même, car il se doit d'enrichir le Canada de son héritage tout comme il lui importe de détruire les préjugés qui s'opposent à son prestige et à sa valeur. Il le doit pour nous qui, sur la ligne de front, tentons de notre mieux





de garder partout la présence du Canada français. Nous ne sommes plus au temps de la colonisation pour agir avec des moyens de fortune. Nous ne sommes pas non plus des mendiants qui revendiquent un peu plus d'encre sur les chèques ou des déchirures de drapeau. Il faut que le soleil canadien éclaire d'une lumière égale tous ceux qui habitent notre pays." (p. 4 of the report presented by M. Pinsonneault before the A.C.E.C.L.F.C. at Ottawa, May 1963.)



SECTION II: ALBERTA

Prepared by J.R. Hurley  
for Professor B. Neatby,  
Royal Commission on Bilingualism and Biculturalism,  
Ottawa, September 1964.





## Legal Dispositions Regarding the Teaching of and the Teaching in Languages other than English in the Province of Alberta.

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The legal dispositions, taken from The School Act of Alberta (Revised in 1955, and Amended to 1963), and quoted below, have remained basically unchanged since the foundation of the Province in 1905. It was not until 1952 that the ministerial interpretation of the extent of the "primary course in French" was published in the Annual Report of the Department of Education: French may be the sole language of instruction in Grade I, except for Oral English, which must be started during the first year; French may be used as the language of instruction for half of the school day in Grade II; in Grades III-IV, instruction in French may be given daily for one hour, where language study is the object of such instruction. In a report on the scholastic situation of the French Canadians in Saskatchewan and Alberta, presented to the Association des Commissaires d'Ecoles Catholiques de Langue Française du Canada on May 1st, 1963, the constitutionality of this interpretation was called into question.

### Section:

- 385 All schools shall be taught in the English language.
- 386 (1) Notwithstanding section 385, the board of a district may cause a primary course to be taught in the French language.
- (2) If the board of a divisional district passes a resolution requiring that a primary course in French be given in a school in that district and transmits the resolution to the board of the division not later than the first day of August, the division shall cause a primary course to be taught in the French language in that school.



A Survey of the Teaching of and the Teaching in Languages  
other than English in the Province of Alberta since 1905.

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To facilitate digestion, this survey has been divided into sections dealing with various aspects of the problem to be studied:

- (1) Footnote to divergences between Alberta and Saskatchewan;
- (2) French for the English speaking;
- (3) French for the French speaking;
- (4) Apparent grievances and aspirations of the French speaking;
- (5) Consolidation of School districts;
- (6) Collège St-Jean;
- (7) Status of languages other than French and English;
- (8) Royal Commission on Education in Alberta, 1959.

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(1) Footnote to divergences between Alberta and Saskatchewan

In dealing with the principal divergences between Alberta and Saskatchewan, a qualitative difference (with respect to conservatism) was noted in the Doukhobor and Mennonite settlement of the two provinces. Further study would seem to suggest that perhaps a qualitative factor might permit a distinction between the French-Canadian settlements in Saskatchewan and in Alberta. It has already been noted that French-speaking communities in Saskatchewan are more scattered than in Alberta; it might be added that while the settlers in Saskatchewan were initially occupied to a large extent by their farms, those in Alberta appear to have been engaged not only in farming, but also in commerce and the professions from very early times. One might wonder whether the relatively consolidated and urban settlements of the Franco-Albertans is the cause or the effect of a certain sophistication. Be that as it may, the Almanach Franco-Albertain 1964 is a good indicator of the degree of organization existing





among the French Canadians of that province. In addition to giving extensive reports on current activities, the Almanach includes historical notes on the Church, on education for the French speaking, and on French-Canadian businessmen in the early days of the province. Extensive listings are given of French-Canadian clerics, teachers, directors of various associations, professional people, and businessmen throughout the province. The Collège St-Jean, an affiliate of the University of Ottawa, has provided superior education for the French-speaking community since 1911.

What bearing does this have on the development of attitudes with respect to French language schools in Alberta? Alexis de Tocqueville once remarked, "...le même homme qui est plein d'humanité pour ses semblables quand ceux-ci sont en même temps ses égaux, devient insensible à leurs douleurs dès que l'égalité cesse. C'est donc à cette égalité qu'il faut attribuer sa douceur, plus encore qu'à la civilisation et aux lumières." The relative prosperity, organization, and urbanity of the Franco-Albertans would set them on an even footing socially with the Anglo-Albertans, and this was probably an important factor contributing to the mildness of the Alberta government when anti-French and anti-Catholic feeling was rife in Saskatchewan.

Tocqueville's assertion might also shed some light upon the fate of other ethnic groups in the West. When reading the reports on education in Ruthenian settlement, one is struck by the aptness of the quotation. Perhaps it further indicates why the mandate of the Commission was widened to permit an enquiry that touched upon economic questions.



(2) French for the English speaking

From the inception of the Province of Alberta, Latin, Greek, French and German have been offered as "bonus subjects" on the high school programme, and were not necessary for the high school leaving diploma; however, a language credit was necessary for full matriculation and university entrance. Of these four options, French has been by far the most popular down through the years, followed by Latin; German has been quite insignificant, while Greek, by the 1930's, was studied by a mere handful of students. Until 1916-17, the University of Alberta (which opened its doors in 1908), demanded Latin for matriculation into the B.A. programme, but since that date, all matriculation languages, classical and modern, have been on a parity.

The First World War brought about an antipathy towards German and things Teutonic, and yet at the same time, the Peace Conference stimulated interest in the study of languages: of all this, French was the principal beneficiary. When anti-German feeling had died down, financial, administrative, and teaching difficulties militated against a rapid restoration of German to its former importance.

From 1918-1922, there was a move afoot in the Department of Education to establish oral examinations in modern languages, giving such examinations weight equal to that of the authors paper. The plan was to be applied first of all in the cities of Calgary and Edmonton, and then to be extended gradually to encompass the whole province. Lack of properly qualified teachers to prepare the candidates, and the uneven nature of the examining led to the discontinuance of the programme - to the regret of some and the relief of others - in 1922.

At this time, the University of Alberta offered a course in French-Canadian literature, which apparently attracted a good deal of interest. The University was very partial to the concept of a bicultural and bilingual country. "A serious effort has been made in the national interest to give English-speaking students a practical command of the French tongue. French is used as early and as completely as possible as the medium of instruction in all





courses. The work of the lecture room is supported by the acting of French plays and the programmes of a very active and prosperous French Club. Members of the local French-Canadian community, containing numerous cultivated people, are constant attendants of the Club's meetings, lend it much appreciated practical support and give a reality and naturalness to its proceedings which contribute largely to its success. From a point of view other than linguistic the Club affords a point of friendly social contact for the members of the two great races of Canada represented in the Edmonton district. This fact may not be without some significance in the common effort of all good citizens to evolve a united and harmonious national spirit." (Carnegie Corporation, Modern Language Instruction in Canada, Volume II, University of Toronto Press: Toronto, 1928; pp. 359-360)

On March 29th, 1921, the Alberta Educational Association met at Edmonton with T.E.A. Stanley in the Chair. "He expressed the strong belief that a language other than the mother-tongue, should be learned by all pupils; that if it was worthwhile to learn another language, such should be done before the child had lost the 'language sense'; that this other language should be French, with the Universities looking after German and Italian." (C.A.R., 1921, p. 846)

In the 1930's, "progressive" ideas began to appear in the Annual Reports of the Department of Education, and the business in hand was treated in great depth. In 1934, the Commercial Course examinations included Commercial French 2, for which there were 131 candidates (as compared with 460 candidates for Bookkeeping I, the most popular course offered). Academic courses in French were begun in Grade X, although an oral course had been prepared for students in Grade IX where it might be possible to find teaching personnel properly qualified to give it. In the words of the Chief Inspector, "Oral French, outside of the cities, is not attempted except in French-speaking communities and in districts where the teacher has sufficient facility in the use of French to enable him



to carry on a lesson altogether in this language. The course requires the use of a direct method." (Annual Report, 1936, p. 60)

The Department of Education rejected in 1942 the demand for "General French", an easier course for students lacking a certain aptitude for languages instead, the possibility of adapting the current programme was held out. In the same year, it was noted that correspondence students taking French 1 or 2 were required to complete radio assignments. In general, it was observed that the results in rural schools were better for French than for Latin because French teachers were "more highly skilled in the language itself and in effective methods." (p. 69)

In the late 1940's, a change gradually occurred in the principal objectives of French instruction for the English speaking. The 1946 Report contained the following: "The number of teachers who have made special preparation for the teaching of French is gratifying. While one of the main objectives of the courses in French is to give students a 'reading' knowledge of the language, considerable numbers of students now have a favourable opportunity to develop a speaking ability with an accompanying increase in their zest for and appreciation of the course." (p. 38) At the same time, the Committee on "Course Outlines and Texts" urged more emphasis on the direct method in teaching French in addition to the reading method, and teachers who had attended schools at Banff, Montréal, and Paris were lauded. Interest was expressed in the possibility of establishing oral tests in French. The ascendancy of the direct method was obvious in the 1949 Report: "The majority of the teachers of high school classes in French realize that, while a reasonable degree of mastery of vocabulary and grammar is very necessary in the mastery of a second language by the students, the development on their part of conversational ability through a direct method of exemplification and practice forms a most important part of the learning experience." (p. 34)





A new text entitled Nos Voisins Français was introduced for French 20 (Grade XI) in 1953. The title is suggestive.

A special enrichment course, French 31, was added to the Grade XII programme for special students in 1955, for which French 30, was "corequisite or prerequisite". By 1956, there were two French courses, the enrichment course (French 11, 21, and 31), and the matriculation course (French 20 and 30). A few difficulties were initially encountered (a modified version of French 11 appears to have been offered by some teachers to help matriculation students get through French 30), however, such difficulties appear to have been resolved.

First mention of English-speaking students studying French before Grade IX appears only in the 1960 Report: "A number of school systems in the province are encouraging selected students to study French from the Grade VII level up, and in a few cases from Grade IV. These students, although they pose certain administrative problems when they enter Grade X in schools in which many other pupils have had no French previously, are in a position to receive advanced instruction in high school." (p. 49) Further along in the same report, it was remarked: "With the heightened public interest in the desirability of a second language has come an increasing enthusiasm towards French classes on the part of the students." (p. 64)

In 1961, it was noted that the presence of French-speaking teachers in classrooms helped improve the quality of French instruction given. The Report of 1963 underlined the downward extension of the French programme for the English speaking: "Oral French received some stress at the elementary level. This was especially true in separate schools and in the two major city systems as well as in districts adjacent to these cities". (p. 32).

In August 1962, Sister Dominique-de-Marie presented an Education Thesis at the University of Alberta entitled: "An Investigation of the Teaching of French to English-Speaking Pupils of Grades 1 to 8 of Alberta and Saskatchewan Schools". Extended



notes on this thesis are included in the Appendix; suffice it here to mention a few of the highlights. "The Alberta Home and School Federation, in its submission to the Executive Council of the Government of Alberta on December 19, 1959, requested that instruction in French be extended to the elementary grades." This would seem to add weight to the assertion of Cormack in the Minority Report of the Alberta Royal Commission on Education (1959), which was published on November 9th: "If, as has been suggested, there is not too much demand for the teaching of French, I am inclined to think that the lessened demand, if any, is not due to parental attitudes toward French," but rather due to centralization and rigid demands for higher certification of teachers which tend to eliminate many teachers adequately equipped to teach French.(p.426) Be that as it may, there now appears to be a programme of French for the English-speaking which is being used in a number of schools for Grades 4 to 8, and there is even some experimentation in Grades 1 to 3.

According to Sister Dominique-de-Marie, factors influencing the introduction of an elementary French course in certain schools in Alberta and Saskatchewan are:

- (1) Proximity to Universities and Colleges (Edmonton, Calgary, Lethbridge and Banff; Saskatoon and Moose Jaw); this is true of 27 of the schools in question;
- (2) Needs of military personnel and their families;
- (3) Proximity to French-Canadian centres and to a source of teachers with French background other than University training; this is true in the case of English-speaking pupils in eight bilingual schools;
- (4) There appears to be a relationship between introduction of a second-language course and urbanization. (An Investigation, p. 12).





The study of Sister Dominique-de-Marie seemed to indicate a favourable climate for the extension of French instruction for the English speaking, and she concluded with the recommendation that a supervisor of French be appointed by the Minister of Education to develop a coherent programme.

The Canadian Annual Review in 1962 gave a concrete example of increased interest in learning French: "In Calgary the local School Board is carrying on a rather ambitious experiment in the teaching of French by television, while in Edmonton the experimental enriched classes for selected Grade XII students entered their third year. There has been widespread interest in both projects."



(3) French for the French-speaking

The Carnegie Study of Modern Language Instruction in Canada (1928) asserts that, "The first school west of Manitoba organized to carry on what may be regarded as regular school work was established at Edmonton in 1842 by the celebrated Father Lacombe." (p. 346) That this was a French language school is confirmed by a subsequent observation in the same study: "It will be surmised, as the Catholic schools were almost entirely of French-Canadian origin and the Protestant schools due to British-Canadian initiative, that French would be the medium of instruction for the former and English for the latter. This fact was not perhaps without its significance for the future in connection with the position of French in the Alberta school system." (p. 347)

French language educational institutions apparently prospered in the early days of the Province. The Study, noted above, makes mention of the foundation in 1913 of the Edmonton Jesuit College, founded on the model of a French classical college. (This would appear to be the institution now called St-Jean, and directed by the Oblates.) "The sub-matriculation instruction offered comprises the primary work of grades V-VIII taught in both English and French a bilingual commercial course and four years of high school work conducted mainly in French. The college was affiliated with Laval University in 1917 and under the terms of this arrangement prepares students to take examinations leading to the degrees offered by that institution." (p. 360) Of special note here is the reference to the "primary work of grades V-VIII". One might suppose that this is confirmation that eight grades are included in a "primary course"; or one might suppose that a bilingual course, but largely in French was available in public school until the end of grade IV,





and that the purpose of the elementary schooling at the Jesuit College was to continue this programme; and finally, it might well be that the elementary schooling only began in Grade V because students were expected to go to a Prep School until that juncture (although this is essentially a British practice).

Always dealing with the question of a "primary course", it is well to note that when the Province of Alberta was called into being, the school system was divided into eight Standards, rather than twelve Grades. It was in 1911 that the change was made under the direction of a committee headed by President Tory of the University of Alberta. The number of Standards constituting a "primary course", and the equivalent in Grades, must remain a subject of conjecture; suffice it to say that initially the whole question was quite vague. Not for long, however. Citing from an undated preface to the "Instructions concerning the Teaching of French in the elementary schools of the Province of Alberta", the Carnegie Report carried the following ( p. 356)

"In all schools in which the Board by resolution decides to offer a primary course in French, in accordance with Sec. 184 of the School Ordinance, French shall be for the French-speaking children one of the authorized subjects of study and may be used as a medium of instruction for other subjects during the first school year. Oral English must, however, from the beginning be included in the curriculum as a subject of study.

"During the second year and after the child has learned to read in the mother tongue, the formal teaching of reading in English shall be begun.

"From Grade III on, a period not exceeding one hour each day may be allotted to the teaching of French. The term "French"



as herein used shall include reading, language study, grammar, analysis, dictation and composition.

"In all grades beyond Grade II, the programme in all subjects other than French shall be that regularly authorized by the Department of Education, and the text-books shall be the English editions authorized for general use through the Province. Teachers may, however, offer explanations in the mother tongue when necessary.

"In all such schools instruction in English shall be provided in all subjects throughout the course for all children whose mother tongue is other than French."

It is interesting to note that these regulations were not carried in the first editions of the Annual Reports of the Education Department, although the regulations regarding the teaching of foreign languages were. Mention of the operation of French bilingual schools in the reports of the school inspectors is scant, and during long periods nil. In 1906, Inspector Ellis of Edmonton noted: "I was in one school which had a French-Canadian teacher and most of the pupils in the second book could speak better English than he. They had had an English-speaking teacher for the three years preceding. While it may be an advantage to a teacher to know the foreign language, I believe it should never be used in the presence of the children. The progress of the class will necessarily be slow at first, but the teacher will accomplish more in the end by using the English language exclusively. One of the great hindrances in these foreign districts is the fact that the children hear no English except in their recitations. In one of the French districts, the teacher (a French Canadian) had what she called her French and English days, which meant that on the English day the children talked nothing but English from the time they reached the school in the morning till they





went home at night. She started with one English day in the week and gradually increased the number till after about two months they were all English days. The teacher was on hand at recess to supply the English word when the pupils did not know it. While some may think that it should be English from the start, I may say that this teacher has had very good success". (Annual Report, 1906, p. 53) The above does not explain what happened to the special provisions for one hour of French per day, if one is to believe his claim that all days became "English days".

Little more is said of French schools operation until Parker of Vermilion reported in 1915 that: "In the schools in the French-Canadian districts the work in English has been poor, except in three or four cases. In one school, where the pupils are practically all of French extraction and which has been in operation for about five years, there is a large class preparing for Grade VIII examination in 1916. A good proportion of this class should be successful." (Annual Report, 1915)

In 1917, J.J.LeBlanc of the St-Paul Inspectorate noted improvement in the French-speaking settlements about Morinville and St-Paul-des-Métis, and added that a number of students in Grade IX would soon be able to relieve the teacher shortage and act as a stimulus to further education endeavour.

The Report for 1925 brought to light the presence of 3 "B.A.'s" and 1 "B.Sc" from Laval in the class of 27 taking the Academic Course at the Normal School in Calgary. Although nothing was said of ethnic origin, nor where these teachers were eventually to be sent, it does nonetheless indicate the presence of persons properly qualified for secondary level teaching in an Alberta Normal School, who, by definition as it were, had a certain fluency in French.



The liberality of the Alberta government was manifest on page 11 of the 1927 Report, where it was noted: "In the schools for the deaf in Montreal five children attended from Alberta: four of these were French speaking and attended schools conducted mostly in that language."

It was not until 1952, however, that a definite pronouncement on the operation of bilingual schools was carried in the Annual Report. "Eight of the Superintendents reported that there are bilingual schools in their divisions in which French is used as the language in which instruction is given during a part of the school day. ...In schools where all of the pupils in Grade I are members of French-speaking families, French is used almost entirely in the teaching of this class in the early part of the school year and to a decreasing extent in the latter part of the first year. The standard plan for Grade II is that French may be used for teaching for half of the school day. In Grades III to IX the daily period for instruction in French is one hour. In one of the reports a tendency to exceed these time-limitations, which are as given in the authorized Primary Course in French for Bi-lingual Schools. ... As the pupils come to the senior grades there are evident benefits to the pupils from their reading, oral work, composition and grammar studies in both French and English. ... In general, the teachers in the bilingual schools show a very favourable aptitude for the work which they carry on in the two languages." (p. 30) Nothing is said regarding special provisions for these students in senior high school; surely it would seem a bit ludicrous to have them follow the regular high school course in French. Even the enriched course would seem rather elementary after nine years of study in French. It has been suggested by some French Canadians that such students be given a stiffer course and a harder examination than their English-speaking colleagues, while enjoying a less stringent





examination in English.

The most significant development to have occurred in this area of concern is, of course, the new status given to Collège St-Jean by the Alberta government to aid in the preparation of bilingual teachers. This will be discussed in a special section below. However, the regrouping of school districts into larger divisions has been a setback for the French element, since French-speaking trustees are now outnumbered on the bigger boards by the English speaking.

In 1952, there were 58 classrooms operating under the bilingual provisions in the Sturgeon Division; 42 in St. Paul; substantial numbers in Bonnyville and High Prairie; small numbers in four others.



(4) Apparent Grievances and Aspirations of the Franco-Albertans

Two documents give a very succinct account of the grievances and of the aspirations of the French Canadians of Alberta: the Mémoire des Canadiens français d'Alberta to the Rowell-Sirois Commission of 1937-38, and the report presented by Me A. Déchesne, c.r., to the Premier Congrès of the Association des Commissaires d'Ecoles Catholiques de Langue Française du Canada, held in Ottawa, May 1959. The former carries a demand for French schools, "les seules qui nous conviennent," and accuses the Federal Government of full responsibility for the existing system since Ottawa accepted article 16 of the Charter creating Alberta, which outlined the educational system; the latter gives a résumé of current difficulties, presents a table of accomplishment, and sketches a plan of action. Since Me Déchesne delivered his analysis, the Alberta government has come to an agreement about the new status of the Normal Course at Collège St-Jean.

The following is a résumé of Section III of the Mémoire des Canadiens français d'Alberta, dealing with rights to religion and French in the school:

III -Droits de la Religion et du Français à l'Ecole: Jusqu'en 1892, la loi des Territoires du Nord-Ouest autorisait des écoles catholiques; et dans les districts de langue française, on pourrait enseigner toutes les matières en français (un cours élémentaire d'anglais obligatoire).

1892: à la suite de la proposition anticatholique, antifranaçaise de Dalton McCarthy à Ottawa, l'Assemblée Législative du Nord-Ouest abolit ces droits scolaires: aussitôt que l'écologiste canadien-français sera parvenu au deuxième livre de lecture, il ne recevra plus aucun enseignement en français et n'aura en mains aucun livre français.

1905: cette loi fut confirmée par la Charte de l'Alberta (article 16), ce qui est la responsabilité du gouvernement fédéral, pas provincial.





Loi scolaire, clause 146: on ne s'entend pas encore sur la signification de ce "cours primaire français" (Trois ou huit années?).

Règlement de 1925 (réédité en 1936): In all Grades beyond Grade II, one hour per day for French, all texts otherwise in English (history, arithmetic, etc.), except for verbal explanations in French.

"Ce programme tolère un certain enseignement du français mais il ne nous donne pas des écoles françaises, les seules qui nous conviennent." On demande à la Province de Québec d'exiger la reconnaissance officielle de la religion catholique et de la langue française dans les écoles de chacune des provinces du Canada et d'exiger que la langue française soit officielle dans tous les Parlements et devant tous les tribunaux du pays.

Me Déchesne observed at the outset, that, seen from a strict legal point of view, the position of the Franco-Albertans was precarious: "Malheureusement pour nous le français, comme langue, n'y trouve que très peu de protection à cause probablement du fait que pour les législateurs et les chefs d'alors le catholicisme et le français étaient presque synonymes." (p. 51) After outlining the principal difficulty encountered by the French Canadians in Alberta - centralization of school districts into Divisions - he went on to give the following "bilan":

Problèmes spécifiques:

(1) Difficulté de faire consentir la majorité catholique anglaise à donner du français. A Edmonton principalement, sur 10,000 élèves, nous en trouvons peut-être 2,500 de langue française. Il n'y a que trois écoles dans toute la ville qui offrent le cours primaire en français et peu de classes où l'on enseigne notre langue.

(2) Dans les centralisations rurales nous sommes souvent noyés dans une majorité anglaise et protestante et trop peu de nos compatriotes se font élire commissaires des grandes divisions.



(3) Le droit des écoles locales de faire enseigner la religion et la langue et de choisir leurs professeur est nié par une interprétation étroite de la clause qui leur donne le privilège de nommer "un" professeur. Il est arrivé dans des écoles de 350 à 400 élèves que la commission de la division refusait d'en accepter plus qu'un.

(4) Pénurie d'instituteurs. De concert avec tout l'ensemble de l'administration scolaire et malgré des salaires très généreux la profession d'éducateur ne suffit pas à remplir ses cadres de professeurs vraiment qualifiés.

(5) Il n'existe que d'écoles officielles d'entraînement en méthodologie française et religieuse. Nos laïcs suivent un cours de deux ans à l'université entièrement en anglais et l'on espère ensuite qu'ils pourront enseigner le français et le catéchisme. Il faut dire à leur honneur, que la plupart avec l'aide de prêtres, de religieuses et d'autres professeurs d'expérience, réussissent très bien.

(6) Le milieu, ou l'ambiance, est entièrement anglais. Journaux revues, télévision, radio, films, tout porte à éloigner nos jeunes de l'amour du français. Le poste CHFA, le journal hebdomadaire La Survivance, la Relève albertaine, organisés sur une base de joie et de bonne humeur font de leur mieux pour réagir.

L'autre côté de la médaille:

- (a) Collège: Nous avons le collège Saint-Jean (Edmonton), sous la direction des Pères Oblats, affilié à l'université d'Ottawa et dont les cours sont en grande partie reconnus à l'université de l'Alberta. Environ 225 garçons fréquentent cette institution qui prépare un groupe d'élite.
- (b) Couvent de l'Assomption: A Edmonton existe également un couvent dirigé par les religieuses de l'Assomption qui donne à environ 200 jeunes filles une formation excellente.





- (c) Religieuses enseignantes: Un grand nombre de religieuses se dévouent dans nos écoles: Soeurs de l'Assomption de la Sainte Vierge, Soeurs de Sainte Croix, Soeurs Grises, Filles de Jésus, Soeurs de la Providence. Elles donnent une éducation meilleure que celle prévue par le minimum de l'acte scolaire.
- (d) Programme de Français: Nous avons réussi à faire adopter comme programme officiel dans les écoles où le français est enseigné, un programme d'étude qu'on appelle celui de l'A.C.F.A. et qui a été élaboré grâce à certains de nos éducateurs les plus compétents et les plus dévoués.
- (e) Concours de Français: Chaque année environ 6,000 étudiants subissent un examen de français dans leur école sur les matières inscrites au programme d'après le cours officiel. Administré par l'Association des Educateurs Bilingues de l'Alberta sous la paternité de l'A.C.F.A., ces concours servent de base officielle pour les examens et sont un précieux encouragement pour élèves et instituteurs.
- (f) Cours d'été au Collège Saint-Jean: Depuis quelques années, chaque été, des professeurs de l'université Laval et ceux du Collège Saint-Jean, offrent des cours en pédagogie aux instituteurs. Ces cours sont maintenant reconnus officiellement par l'université de l'Alberta et par le Département de l'Education. Ils servent à augmenter les qualifications de nos professeurs et leurs salaires, mais ne sont pas reconnus par le comité d'accréditation des certificats.

Programme d'action:

- a) Prendre les mesures nécessaires pour obtenir un enseignement français et religieux à l'université pour les instituteurs qui se dirigent vers cet enseignement.
- b) Au moins, faire reconnaître officiellement, les cours d'été du Collège Saint-Jean.



- c) Faire reconnaître les diplômes et certificats d'instituteurs qui viendraient d'autres provinces comme spécialistes dans l'enseignement du français et de la religion.
- d) Obtenir un contrôle plus grand des cours, programme d'étude et livres dans les grades supérieurs.
- e) Travailler pour que l'on accorde une pleine demi-journée de français dans les grades élémentaires et juniors, comme paraît-il, cela se fait dans l'Ontario.
- f) Trouver des bourses pour permettre à nos instituteurs de se perfectionner dans les centres de culture française.
- g) Exiger que le Département de l'Education s'adjoigne des fonctionnaires de langue française pour administrer le programme de français.
- h) Campagne d'éducation pour avertir notre population des dangers qu'elle court et la convaincre de la nécessité d'avoir les meilleurs commissaires pour la représenter tout en évitant, autant que possible, les différences de race. (pp.53-54)





(5) Consolidation of School Districts

Before looking at the French-Canadian criticism of school centralization, it would be best to study briefly the development of the movement to consolidate.

The Annual Report of 1913 gives the first taste of what was to come subsequently. Apparently, demand for the consolidation of school districts had come from the base, and a rather thorough plan for accomplishing this end was published in the Deputy Minister's Report: "During the first session of the Legislature for 1913 the first statutory provision for the complete consolidation of school districts was enacted. The machinery in this connection is remarkably simple. The boards of any two or more contiguous districts may pass resolutions asking that the resident ratepayers of their respective districts be given the opportunity of voting on the question of a proposed consolidation. The department provides for the holding of such polls and upon being satisfied that the majority of the resident ratepayers so voting are in favour of the proposed consolidation the Minister, by order, brings the consolidation into existence.

"As evidence of the simplicity of the scheme for consolidation the following features may be noted:

- (a) Each of the school districts entering into the consolidation retains its identity as a school district.
- (b) The board of the consolidated school district is composed of the chairmen of the boards of the school districts involved during the first year and subsequently of one representative elected by the resident ratepayers of the respective districts. In the case of the consolidation of two school districts a third trustee is chosen



by the chairmen of the two boards involved, and in the case of failure to make such a choice the Minister appoints the third trustee.

- (c) The Secretary-Treasurer of the consolidated school district is also the Secretary-Treasurer of each of the districts united into the consolidation.
- (d) The revenue required from taxation in connection with the operation of a consolidated school is provided by a uniform assessment over the whole consolidated district.
- (e) The revenue required to provide for the liabilities of the individual districts is provided for by a special levy on the assessed property of the respective districts.
- (f) The Government aid given to such a consolidation is the sum of the grants which would be earned by the united districts if operated individually and under the most favourable conditions, together with a grant of eighty cents per day for each approved conveyance which is employed for the transportation of pupils." (pp. 13-14)

Whether or not this led to a great deal of activity is not known. Given the absence of comment, it is not likely. In the late twenties, however, a new move was made, this time to secure the creation of Division. According to the Canadian Annual Review of 1928-29, second reading was given on March 14th, 1929, to a bill for the reorganization of rural school education, proposed by P. Baker, Minister of Education, in which "provision was made for the grouping of rural public school districts into divisions, to be placed under the supervision of elected Divisional Boards. It further provided for the appointment of a General Board consisting of one representative for each school division, the main functions





of this Board being to establish a teacher's salary schedule, to pay all teachers' salaries, and to raise the necessary funds for the payment of the expenses of both the General Board and each Divisional Board. Provision was also made for the appointment of one superintendent and two supervisors for each school division". Opposition to the bill broke up party ranks. It was criticized by Hector Lang (Liberal) as an unjustifiable interference with local control, and he introduced an amendment against it, which was seconded by L.A. G  roux of Grouard, and supported by A.A. McGillivray, Conservative leader. The debate was adjourned and was not resumed. After withdrawing the Bill, the Canadian Annual Review of 1929-1930 notes, P. Baker, said, "At another Session of the Legislature the Government expects to complete the revision of the School Act", but "desires to make it clear that it will not attempt to force the principles of any large unit upon the public, other than by educational effort unless there is very substantial evidence that the general public is prepared to support such a change". The United Farmers of Alberta Convention of that year heartily endorsed the Bill. (p. 511)

During the 1931 Session, the Legislature amended, consolidated and rearranged the School Act. "A similar Bill, known as 'The Baker Schools Bill', had been the subject of vigorous discussion during the previous Sessions. The principle of the original Bill had been considerably modified through the elimination of the contentious clause setting up large taxation units which removed this right from the individual schools districts. There was considerable debate over a provision of the Act that trustees be elected by any person over 21 years having a residence of two months in a school district.



The Bill as passed required a year's residence. Important provisions were made with regard to contract rights between boards and teachers." (Canadian Annual Review, 1930-31, p. 281).

Baker tried to explain "apparent misconceptions" to the Alberta Education Association and the Alberta Teachers Alliance Convention.

In 1936, the School Act was amended, and provision was made for the reorganization of school districts into Divisions.

"Early in 1937, 11 school Divisions comprising 744 rural schools began operating, each division being under a Superintendent and a Secretary-Treasurer, with boards meeting montly. Among results achieved in the first year were lowered costs in every district, increases in teachers' salaries, and in some cases the payment of arrears, reduction in administration expenses and saving on the cost of supplies, and improved and enlarged facilities for high school education. The Report for 1938 pointed out that approximately 90 per cent of the rural schools had been organized into 44 Divisions, leaving only 350 schools to operate as individual units in 1939".

(C.A.R., 1937 and 1938, pp. 489-490)

The Annual Report of 1947 indicated that even the Division was not always sufficient and that in some cases it had to be bypassed, when reference was made to the administrative difficulties of composite high schools serving more than one Division.

At the Premier Congrès of the Association des Commissaires d'Ecole Catholiques de Langue Française du Canada at Ottawa, May 1959, a report was prepared about the operation of separate school boards in the provinces of Alberta and Saskatchewan: "L'autonomie des commissions scolaires publiques et séparées, dans ce deux provinces, n'a pas un caractère permanent; elles peuvent être englobées, volontairement ou forcément, dans de grandes unités administratives au sein desquelles elles perdent presque toutes leurs prérogatives.





Les sauvegardes pour l'enseignement religieux et pour le français, qui accompagnent la fusion des petites commissions scolaires, ne prévoient point que, de façon certaine, un instituteur du choix des parents soit engagé par la grande commission, et que l'enfant soit admis à fréquenter une école autre que celle désignée par l'organisation scolaire prépondérante. L'expansion française et catholique par l'école, en province anglaise, s'est faite à la faveur des commissions d'écoles locales centrées sur la paroisse. Il y a lieu de s'en convenir lorsqu'il s'agit, dans ces deux provinces, comme ailleurs, de donner notre assentiment à ce que notre régie familiale soit abandonnée pour toujours au bénéfice d'un organisme général, où les populations sont mêlées, et où nous sommes souvent placés en minorité, sans droit de recours. Les avantages matériels produits par de telles fusions sont parfois obtenus au sacrifice permanent des privilèges spirituels."

"La nouvelle commission confessionnelle acquiert de ce fait les pouvoirs autonomes requis pour régir son école, et les contribuables minoritaires sont exempts de payer les impôts de l'école publique. Par ailleurs, les contribuables de ces deux provinces n'ont point la faculté de diriger leurs impôts indifféremment vers l'école publique ou vers l'école confessionnelle. Selon une disposition extraordinaire de la loi, le caractère religieux du contribuable détermine son obligation juridique de verser ses deniers dans les coffrets de l'école minoritaire de sa foi. Dans une province comme dans l'autre, au surplus, la loi permet que soit exercé par une corporation civile le pouvoir assez problématique d'effectuer le partage des ses impôts scolaires entre l'école publique et l'école séparée, selon la proportion établie entre le capital-action détenu par tous les actionnaires et celui détenu par ceux d'entre eux qui ont le caractère religieux de l'école séparée. (This is not true of Saskatchewan.)



"Cependant, une compagnie qui néglige de faire ce partage peut, à l'instance d'une commission scolaire séparée, être contrainte de payer ses impôts au soutien respectif des deux écoles et en proportion des évaluations totales des propriétés imposables pour l'une et pour l'autre." (Premier Congrès, pp. 35-36)

Me Déchesne, in his report to the Deuxième Congrès, mentioned in Section 4, gave a very clear statement of the organization of the Division unit, and why French Canadian parents are not happy with it:

"La loi prévoit que les écoles séparées préexistantes et les écoles de ville ne peuvent être forcées de rentrer dans ces grandes unités administratives. La loi permet également à un district qui n'est pas satisfait de l'enseignement religieux donné à l'école contralisée, sous certaines conditions, de se retirer.

" La grande Division est administrée par un conseil élu par sections; même dans les régions où nos compatriotes sont les plus nombreux, je ne connais pas de divisions dont les Commissaires soient en majorité des Canadiens français.

"Le petit conseil d'administration d'un district scolaire devenu partie d'une grande division peut continuer à exister, mais il a été dépourvu de toute fonction importante et surtout de voix dans l'aspect financier. Il n'a qu'une voix consultative au sein de la grande administration et en pratique très peu de ces commissions scolaires ont continué leur existence.

"Il est cependant une fonction très importante au point de vue religieux et français que possède encore cette petite commission. Elle peut par résolution (Section 386, de l'Acte Scolaire) exiger que le cours primaire se donne en français dans son école et la religion s'y enseigne. La Grande Division doit se plier à ces requêtes et, de plus, nommer l'instituteur choisi par cette commission.





...Le contrôle des parents sur l'éducation de leurs enfants est donc réduit de beaucoup, car il n'y a plus le contact personnel entre commissaires et électeurs dans ces arrondissements contralisés." (pp. 52-53)

Paul Chauvet presented a report on this problem - French language (or bilingual) separate schools in the face of growing centralization in the province of Alberta - at the second congress of the same organization, and it was reprinted in the Deuxième Congrès. In his report, he stated the problem clearly, but rather than become pessimistic, he concluded with an exhortation to keep up the defence of the parental rôle in education, and he rejoiced in the interest being shown by Anglo-Albertans in Calgary and Edmonton towards the study of French.

"Aujourd'hui malgré une opposition assez forte en certains endroits, l'administration de division cède devant la demande de municipalité pour que l'autorité qui "collecte" les taxes soit l'autorité qui "contrôle" les dépenses scolaires. Nous avons déjà quinze comtés en Alberta avec l'administration municipale et scolaire conjointes. Cette année un nouveau projet de loi établit un taux de taxe uniforme dans la province pour fin d'éducation."...

"Nous sommes déjà à nous poser des questions sur l'avenir: qui demain va nous imposer des taxes pour frais d'éducation? Quel programme sera imposé? Quels règlements aurons-nous à suivre et selon quelle philosophie? En Alberta, l'on favorise l'administration des écoles par des "experts" avec tendance de favoriser l'éducation progressive, qui suggère les "recherches et le travail" en groupe selon l'initiative, la direction et l'idéal du professeur."...

"Néanmoins les parents de langue française en Alberta veulent l'assurance de garder l'enseignement du français et de la religion à l'école. Ils veulent garder le droit accordé par la province à un cours primaire en français. Ils insistent



sur une formule qui permettra l'élection de commissaires de langue française et catholiques. Ils veulent une autonomie locale assez complète qui ne les forcera pas à accepter une situation les obligeant de s'intégrer à des centralisations où le français et la religion ne s'enseignent pas. Nous voulons maintenir en notre société la volonté de les connaissances nécessaires pour le fonctionnement d'une saine démocratie au niveau local, au niveau paroissial en laissant aux parents le droit légitime et naturel d'exercer leur responsabilité dans l'éducation de leurs enfants. On parle en Alberta d'autonomie locale comme si c'était un objectif à atteindre. Mais un gouvernement local (local government) ne doit pas être un moyen pour devenir sujet d'un comité d'administration au niveau provincial ou même national.

"Pour vous le rôle et la fonction d'un organisme national comme le vôtre sera de discerner les injustices au pays, partout où les minorités françaises existent, qui sont contraires à l'exercice des droits des parents en matière d'éducation. J'espère que l'étude et les contacts en des congrès comme celui-ci et en d'autres semblables auront d'heureuses conséquences en l'ensemble de notre pays. Nous sommes à considérer en Alberta, non seulement les cours de français qui s'enseignent, mais les méthodes à suivre pour les meilleurs résultats. Nous avons à considérer la formation du personnel qui l'enseignera. Nous sommes heureux de constater l'intérêt des parents de langue anglaise à l'étude du français, et des classes de français qui se donnent aux écoles publiques d'Edmonton et de Calgary."

(pp. 42-43)





(6) Collège St-Jean

The approval of the Université of Alberta and the provincial government for a two-year teachers' course, from which students might go on to the University for a final year before qualifying for teachers' certificates (receiving full credits for the time at St-Jean) has been acclaimed as the most significant breakthrough in the struggle for French-Canadian education rights in the West. The historical résumé from the Almanach Franco-Albertain 1964, quoted below, gives a good idea of the developments leading up to this accord.

"Juillet annonçait et octobre consacrait une nouvelle qui intéressait les franco-albertains. Cette nouvelle s'était fait attendre. Mais elle était de taille. Il s'agit de l'entente conclue entre l'université d'Alberta et le Collège Saint-Jean.

"A compter de septembre 1963, un Collège bilingue d'Education établie au Collège Saint-Jean dispensera aux futurs instituteurs de l'ouest, mais surtout de l'Alberta, la préparation professionnelle requise par le Ministère (Département) de l'Instruction publique. Par cet accord, le Collège Saint-Jean, dirigé par les Missionnaires Oblats de Marie Immaculée, inaugure une nouvelle ère dans l'histoire des écoles bilingues de l'ouest par l'établissement de l'unique école privée qui soit reconnue, en dehors de la province de Québec, par un Ministre de l'Education. C'est comme le couronnement de notre tenacité à conserver l'enseignement du français dans nos écoles et la promesse d'une renaissance ou d'un renouveau de ferveur chez nos éducateurs franco-albertains si courageux et si méritants.

"Ce n'est pas d'hier, c'est même depuis 1928 que nos Congrès de l'ACFA nous entretiennent de l'espoir d'obtenir une institution du genre. Et depuis lors, à chaque congrès, l'on faisait écho à cette attente et l'on exprimait le voeu que sous peu ... mais les années passèrent. En 1954, l'Université Laval inaugura des



cours d'été qui conduisaient au B.Ed. Cette nouveauté s'avéra bienfaisante en venant compléter les cours reçus à l'Université d'Alberta. Il est dommage qu'un petit nombre seulement de professeurs en aient profité. Et la solution, quant à la préparation des professeurs, demeurerait partielle.

"C'est pourquoi, des démarches commencées à l'été de 1960 auprès de l'Université Laval aboutirent à l'installation, en septembre 1961, d'une section ouest de l'Ecole de Pédagogie de l'université Laval sur le campus du Collège Saint-Jean dans le but de donner des cours réguliers. Certains secteurs de l'enseignement voyaient d'un mauvais oeil la venue d'une université de l'extérieur et firent une telle pression sur le Département que celui-ci demanda à Laval de cesser ces cours tout en exprimant le désir d'en arriver à une solution harmonieuse. La solution proposée consistait dans une affiliation du Collège Saint-Jean à l'Université d'Alberta. Les détails techniques de l'arrangement occasionnèrent de nombreuses rencontres entre les représentants des deux institutions et aboutirent au contrat signé par le Ministre, le Président de l'Université et le Recteur du Collège.

"Les candidats à l'enseignement doivent posséder l'Immatriculation Senior de la province d'Alberta ou d'une autre province. La formation professionnelle dure trois ans, dont deux au Collège et la troisième à l'Université. Ce prolongement d'un an se justifie aisément lorsqu'on songe à la nécessité d'une solide préparation pour enseigner non seulement une langue mais deux. Par ailleurs, ceux que des conditions financières obligent à abréger leurs cours et qui se dirigent à l'Université après une année au Collège sont assurés d'obtenir un certificat Standard E ou S, au terme de leurs études.

"La présence d'experts en sciences religieuses et le choix de professeurs qualifiés assureront la formation chrétienne des jeunes destinés à l'enseignement.

"Aussi, nous faisons nôtres les vœux exprimés par Son Excellence Mgr l'Archevêque d'Edmonton et par Son Excellence le





Vicaire Apostolique de Grouard à savoir que "les curés de nos paroisses françaises et bilingues, que les professeurs de nos écoles bilingues pressent instamment nos jeunes à profiter des bienfaits qu'ils retireront dans l'atmosphère catholique et française du Collège, et par là être en meilleure mesure de donner justice aux élèves qu'ils formeront" (Mgr H. Routhier, o.m.i.)

"L'autorisation du cabinet provincial et de l'Université de l'Alberta pour cette fondation fut accordée parce qu'on se rendit compte que l'ACFA et l'AEBA et les Pères du Collège soutenus par nos Seigneurs les Evêques et nos congrégations religieuses manifestèrent une grande unité dans leurs revendications." (pp. 27-29)

The Department of Education Report for 1963 noted the agreement arrived at by the College, the University and the Minister of Education:

During 1962-63 there was negotiated an arrangement, culminating in a signed agreement, involving Collège St-Jean of Edmonton, the University of Alberta, and the Minister of Education. The purpose is to provide a means whereby French-speaking matriculants might pursue their preparation for teaching in the French language and thereby be better prepared to serve in schools to which section 386 of the School Act had been applied.

The agreement provides that two years of a prescribed course may be taken at Collège St-Jean which, if followed by one year at the Faculty of Education, will lead to a teaching certificate. However, both years taken at Collège St-Jean may be applied towards a B. Ed. degree.

A report delivered at the congress held by the A.C.E.C.L.F.C. in May 1963, tells the same story leading up to the late accord, but perhaps with more frankness. It appears that a Soeur Daniel prepared the way for the establishment at Edmonton of a Normal School, but the organization of her school was unacceptable to the Franco-Albertans, themselves. It consisted of a one year programme



proposed by the Ecole de Pédagogie de Laval: after two years of study, a certificate would be awarded, and after the fourth year, the B. Ed. degree. The plan seemed to work during 1961-62, "mais un personnage de Laval mettait en question la reconnaissance du programme." The programme was abandoned, and new encounters were held to arrive at an agreeable solution for all concerned.

Tim Creery's series of articles, French for the French in English-Speaking Canada, offer a few footnotes to this matter. According to Anders Aalborg, the Minister of Education, there is a general feeling in Alberta that more use of French should be encouraged, but that there is a reluctance to recognize it as being on an equal footing with English as a language of instruction in the schools. "Most immigrants came to Canada thinking it was an English-speaking country," he noted. A practical problem to the extension of French instruction in bilingual schools was the scarcity of teachers, but Collège St-Jean should soon rectify that stumbling block.

Creery notes: "A man who agrees with Aalborg's assessment of public opinion is Professor William Eccles of the University of Alberta, one of the champions of the move to recognize St-Jean's normal-school courses. But he feels the government should be giving a much greater lead in promoting public support for the French-Canadian presence in Alberta.

"Collège St-Jean had been getting a run-around from the education authorities," said Professor Eccles. "But when the question was debated in the General Faculty Council of the University, I was astonished at just how strongly the staff felt that Franco-Albertans must be given better treatment, and given it ungrudgingly." (p. 8) Referring back to the days of the Northwest Territories, Eccles said that French Canadians in Alberta have an historic right to the preservation of their language and culture, which had formerly had an official status in the West.





7. Status of languages other than English and French

The status of languages other than French and English may be studied from two points of view: that of a language of instruction, and that of a language of tuition. As a language of instruction, all non-English and non-French languages have no legal status in public schools, although they had a certain de facto status in the early years of the province. However, the province of Alberta waged a steady war against the use of such languages as media of instruction, and with the aid of a strongly organized and centralized Department of Education, finally won out. The Federal government probably helped somewhat with the Naturalization Act of 1914 which required of immigrants seeking citizenship an adequate knowledge of English or French. According to a study made by O.D. Skelton for the Queen's Quarterly in April, 1917, the only languages in Canada, other than English and French, which showed sufficient vitality or whose users were grouped in sufficient strength to count, were German, Polish, and Ruthenian.

For the most part, all the efforts of the Department of Education were directed initially towards Ruthenian settlements. Numerous accounts of the problems encountered may be consulted in the appendix. In 1913, an English School for Foreigners was established at Vegreville, largely for the benefit of Ruthenians. In the Annual Report of the same year, a pertinent critique of problems of this nature and steps taken to remedy them was given by Fletcher, the Supervisor of Foreign Settlements: "Early in the year, the Ruthenian schools were raided by would-be teachers from Manitoba and Saskatchewan. The majority of these young men had a very indifferent education. Their written English was faulty in idiomatic expression, while their speech was characterized by indistinct articulation. Some of them could scarcely make themselves understood in either written or spoken English. For instance, one of them who happened to be witness on a case in court asked for an interpreter, but when the presiding magistrate learned that he was a teacher, teaching English in one of our rural schools, he refused his request with the result that his conduct as a witness was deplorable.



"It soon became apparent that an organization was formed to place these young men in Ruthenian schools. It encouraged them to come from Manitoba and Saskatchewan to this province and distributed them among the various schools when they arrived here. The organization was composed of certain well-known agitators, who had ulterior motives to serve, but who, to conceal their personal desires, took advantage of the natural and praiseworthy love the Ruthenian people have for their mother tongue and agitated that Ruthenian be taught in our Ruthenian schools and that unqualified Ruthenians be allowed to teach their own language part of the time in the Ruthenian schools of Manitoba. Your department, anticipating the conduct of this organization, immediately ruled that only qualified teachers, regardless of nationality, be allowed to take charge of schools under my supervision, so long as any were available, and instructed me to make this ruling effective." (pp. 39-41) A long and detailed account of difficulties with Ruthenians follows; Fletcher sought and appears to have obtained the dismissal of all teachers not possessing the qualification demanded by the Province. An amendment was introduced to prevent the rehiring of the ejected teachers in other Ruthenians schools:

"However, an effective check was put on this practice at the session of the Legislature last October. Section 149 of the School Ordinance was altered by adding thereto the following subsections:

"(2) Any person not so qualified, (namely, having a valid certificate of qualifications issued under the regulations of the department) shall not be entitled to recover in any court of law any remuneration for services as such teacher.

"(3) Any person other than the holder of such certificate of qualification who undertakes to conduct a school as teacher shall be guilty of an offence and, on summary conviction, liable to a penalty not exceeding fifty dollars, in default to imprisonment for a term not exceeding one month:





"Provided, however, that no prosecution shall be instituted under this section except on the order of the Minister." (pp.44-45) Only difficulties in about twenty of the one hundred and twenty Ruthenian districts. After due government action, difficulties seemed to subside.

Officially, the reason given by the Government of Alberta for enforcing the use of English in the school system, was that it was the only way to adequately prepare Albertans for future social and commercial life in the province. References to Canadianization and to the development of British virtue were very much less frequent than in Saskatchewan. Voluntary Night Classes in English were offered by the Department which tended to mingle the two attitudes toward learning English: to assist in "(a) eliminating the language barrier, which separates them from their fellow citizens, and interferes with their economic efficiency: (b) developing on their part a knowledge and appreciation of our methods of government and our ideals of citizenship." (pp. 43-44)

In 1919, a colony of Mennonites, then resident in Dakota, decided to emigrate to Canada. Due to accords reached between the Mennonites and the educational authorities of the province of Alberta, and danger of serious conflict at a future date was averted. "At this stage of their settlement (the men were building homesteads before the arrival of their families), and official of the Education Department visited each district, and discussed with the leaders the school system of the province, and the laws governing it. The urgency of establishing a school in each colony, and of securing the services of a capable teacher who would give the children the training that would best fit them for citizenship, was strongly emphasized. The leaders decided to co-operate with the department. ....The majority of the teachers were returned soldiers who had tact and experience in teaching, and these men won the esteem and confidence of the community, by their enthusiastic work and manly attitude as residents of the colony." (Annual Report, 1919, p.14)



The Minister of Education explained the position of his department to a Farmer's Convention during the same year: "Canadianizing the great mass of foreign and alien people constituted still another problem. Any man or woman attaining citizenship without becoming familiar with the English language was working under a handicap. Yet it was from such classes that there came the most trouble in enforcing school attendance." (C.A.R., 1919, p.555)

Central control of school standards was never in question in Alberta, as one may well judge from the following example. "On January 30th a delegation of Lutherans of German racial origin from Stony Plain district waited upon Premier Greenfield and Hon. Perrin Baker, Minister of Education... The delegation stated that (their parochial) school was first opened in 1894, and was supported by voluntary subscription. In 1922 it was closed by order of the Department of Education, after the Report of the Department's Inspector that it was not being conducted in an efficient manner and in accordance with the Schools Ordinance. They protested that the Department had not laid down what should be done to bring the school into line with the Province's public educational requirements. Mr. Baker said it was not wise nor in the interests of the development of the best Canadian citizenship that children in any section should be educated in segregation - away from the Public School system. Mr. Greenfield promised consideration of the request of the delegation, but held out no hope that they would be successful in their application, as 'private schools giving special religious and language training and setting the children of such settlers apart from the balance of the children of the Province' were not in the interests of public welfare and progress." (C.A.R., 1923, p. 749)

During the same year, a special committee prepared a new course of studies for high schools. The composition of the committee, which follows, is rather remarkable for the rather broad nature of the interests therein represented:





Supervisor of Schools, chairman

1 Superintendent of Schools

2 High School Inspectors

representatives of -

United Farmers of Alberta

United Farmers' Wives of Alberta

Women's Institutes

Alberta Federation of Labour

Women's University Club

Alberta Education Association

Alberta School Trustees

University of Alberta

Alberta Teachers' Alliance

Associated Boards of Trade

Roman Catholic Separate Schools

In the Annual Report for 1933, Inspector Robinson of Lamont indirectly revealed that even until quite recently, things had not always been rosy for the Ruthenian settlers. After noting the good results obtained by Ukrainian teachers, he remarked: "The tendency of some of the teachers of Anglo-Saxon origin to consider pupils of Ukrainian origin as not being on the same level as themselves in many instances prevented the best work being done." (p. 36)

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French and German, along with Latin and Greek, have been authorized as subjects of high school tuition from the earliest days of the province. In addition to the special rights accorded to the French language from Grades I to IX, certain limited rights were accorded to all other languages, where sufficient interest might exist, whereby instruction might be given for one hour at the end of the school day. The following regulations were printed in the Annual Report for 1906.



"Regulations of the Department of Education:

TEACHING OF FOREIGN LANGUAGES

25. Subject to the provisions of section 136 of the School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The textbooks used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given." (p.72)

The regulations have remained basically unchanged, although the evolution of School Divisions has obviously affected the practical application of them. In the various sources consulted, no indication has been given of the extent to which these rights were made use of. The same was true of French rights with regard to the Annual Reports of the Department of Education (until 1952). One may surmise that the policy of the Department was not to make public information which might stimulate partisan strife, for, given the extraordinary organization of the department and the voluminous statistics published, it is rather singular that this matter should have escaped notice. To a lesser extent, the same may be true of Separate Schools (or Public Schools that are confessional, for that matter). The department has never hidden the fact that Separate Schools exist, but all publicly supported schools are listed together, whereas in Saskatchewan, Separate Schools were given a separate listing.

In 1942, it was suggested that Spanish be added to the high school programme of studies. "As closer relations are established between Canada and the Latin-American countries, it would seem that Spanish will have no less importance for Canadians than even French."





(Annual Report, 1942, p. 25) Apparently the students were not of the same opinion (or perhaps it has been utterly impossible to find teaching personnel); the fact remains that enrolment in Spanish is negligible.

Ukrainian appears to have been offered as part of the high school programme for the first time in 1959. The following total enrolments for high school language courses, taken from the 1963 Report will give a good idea of the relative importance of each.

<u>Course</u>	<u>Enrolment</u>
French 10	14,674
French 11	1
French 20	9,741
French 30	7,152
French 31	117
Latin 10	1,174
Latin 20	1,063
Latin 30	434
German 10	475
German 20	589
German 30	407
Ukrainian 20	179
Ukrainian 30	14
Spanish 10	12
Spanish 20	22
Spanish 30	7

Greek no longer appears to be offered. Latin appears to have declined significantly from the position it held say, in the 1930's. No grade X course appears to be offered in Ukrainian.



(8) Royal Commission on Education in Alberta, 1959

At the time that this Royal Commission was undertaking a study of education in Alberta, the study of a language other than English was normally begun in Grade X (or, since 1952, in Grade IX for certain high schools). The apparent lack of special provisions for French-speaking students in Grades IX, X XI, and XII would seem retrogressive, since this would leave a student already assumed to be fluent in French in a programme of studies designed for students who have not yet studied the language (a problem currently being encountered by those English-speaking students who are starting French courses at the elementary level).

The Majority Report at times lacks clarity and becomes subject of contradictory interpretation. A clear value judgement was expressed on page 125: "It is, of course, conceded that in our world other languages are increasingly important, that French should (and does) enjoy special status in our public schools generally." This undefined "special status" is certainly called into question by the concluding remark of the same paragraph: "There are many languages represented in Alberta, some of which have ethnic value and academic status equal to those of French." This last point of view is strongly contested in the Minority Report. The respective sections of the two Reports are included in the Appendix.

The "special position of French in the Alberta school programme" mentioned on page 126 of the Report is almost negated in the recommendations given on the same page, in which it is provided that the "status now accorded French be extended to these other languages", where the "other languages" represent mother tongues in Alberta communities other than French and English. This also is contested in the Minority Report. French is an optional course in Alberta high schools. Given the statistics quoted in Section 7, it seems to thrive in spite of its optional status.





The recommendations of the Majority Report, seem, on occasion, to move in contrary directions. On page 115, it is recommended: "That the present two-year sequence of courses in French, Latin and German be abandoned, and that in its place a three-year sequence be provided for matriculation. On page 126, it is recommended: "That in Grades III-VI inclusive, instruction in a second language, including French, as a subject of study and not as a language of instruction, be reduced to one-half hour per day." One recommendation tends to enlarge, the other to restrict, the time spent studying a second language. The Minority Report, citing the research of Dr. Wilder Penfield of the Montreal Neurological Institute lays stress on the capacity of young children to develop their linguistic capacities, claims that the hour-long period of instruction in the mother tongue does not seriously affect the teaching programme.

It appears that there is a need for the language studies programme in Alberta to be revamped. Elsewhere in the Report, one reads: "Where some uneasiness is expressed by registrars (of Canadian universities in other provinces) about the performance of Alberta students after admission... this is nearly always with respect to mathematics and/or languages other than English." (pp. 74-75)

French-Canadian reaction to the Report of the Commission was voiced in the form of a general discussion at the second congress of the A.C.E.C.L.F.C. in June, 1961, and reported thus in Deuxième Congrès:

Discussion générale: "Le rapport de la Commission royale d'enquête sur l'éducation en Alberta (rapport Cameron) a fait l'objet de violentes critiques de la part des mouvements canadiens-français. On ne peut pas approuver le rapport majoritaire sans apporter des considérations au rapport minoritaire qui, en somme, cite le droit des parents, les droits des écoles séparées, l'incontestable fait que le français est langue officielle au Canada et ne doit pas être considéré



comme langue étrangère au même niveau que l'allemand, l'ukrainien, etc." (p.44)

The C.A.R. for 1960 also noted the importance of the Minority Report: "The 280 recommendations of its Majority Report were 'designed to result in a curriculum of greater depth of content in essential fields of study, and to provide for a more intensive study under teachers more carefully selected and with more adequate professional qualifications.' The Report recommended a measure of decentralization of authority through the evolution of a system of accredited schools and community colleges and has emphasized the need to provide greater equality of educational opportunity for all - the gifted, the handicapped and children in rural areas." (p. 244)

The Minority Report put forward another point of view - "one that has been heard more and more often in recent years" against progressivism in education, preoccupations with "real life situations", and "fun" in education. "It voiced a criticism that has been advanced very frequently, that present teacher-training programmes give too much emphasis to methods and not enough to subject-matter, and that professional educators are more concerned with advancing their own ideas than in promoting sound education. It obviously relies heavily upon the views of people such as Dr. Neatby, Professor Arthur Bestor, Robert Hutchins, and Mortimer Adler."

Further pertinent comments were carried in the C.A.R. of 1961: "On March 19 Education Minister Anders Aalborg tabled a statement of policy dealing with each of the 280 recommendations set forth by the five-man Cameron Royal Commission on Education. Avoiding any direct reference to the one-man minority report, the Minister announced that the proposal to provide accreditation and autonomy to those schools which meet certain standards is going to be studied further. Agreeing in principle to merit pay, the Department left it to the school boards to negotiate with the teachers. The statement turned down the recommen-





dation of "master" teachers with top qualifications and special pay, as well as the suggestion that school divisions and counties be able to hire their own superintendents to replace provincially appointed officials. A lengthening of the school day and the abolition of the legal status of high school recesses will be "partially implemented". Mr. Aalborg asked teachers to assume more obligations and reduce the time devoted to conventions and meetings. Community colleges, regional centres for vocational training were in effect turned down. Finally, the Minister announced that his department was not convinced that four years training for elementary and junior high school teachers was necessary, thus destroying a recommendation that every teacher has a bachelor of education degree by 1971." (p. 273)

This was attenuated somewhat the following year. "The provincial department of education in Alberta announced that, beginning September 1962, two years' university work beyond senior matriculation will be required for certification of any teacher. Obviously the plea for high standards which was made by the Alberta Royal Commission of 1959 is still having its effect." (C.A.R., 1962, p. 261)

Finally, note should be taken of the Foundation Programme Fund and the government's recent move to decentralize somewhat the control of education. Of the Foundation Programme Fund, the C.A.R. of 1961 reported: "Into this fund are paid (a) an appropriation by the legislature and (b) a uniform requisition on all municipalities which is currently set at 32 mills on all taxable property. Instead of receiving its annual grant from the province and then attempting to secure from the municipality enough additional funds by taxation to operate its schools, each municipal school board will now submit directly to the Fund, four times a year, requisitions for funds to meet its financial needs. The purpose of the new plan, according to Premier Manning, is to equalize educational opportunity across the whole province by making its cost a charge upon the whole province economy."



(p. 273) In 1962, the same source noted: "In Alberta the School Foundation Programme method of school financing went into its second year of operation. Under this system, which is now being used in Nova Scotia, ...(each school authority) receives from the fund certain standard grants, which are based upon its student population, its staff members, and the nature of the instruction being offered. If additional sums are required to bring the quality of instruction up to an agreed minimum standard, the fund may be billed for these sums. During its first year of operation half of the school authorities apparently did not need these extra grants." (p.261)

Finally, an opting-out clause was provided, when the government acted upon the Commission's recommendation to permit accreditation in 1963. "The Accredited School Districts Act received royal assent in March. The act provides that a city school district having an enrolment of more than 10,000 pupils may apply to the Minister of Education to become an accredited school district. ....If approved, the district has a great deal of freedom in curriculum and textbook selection, although the department may prescribe certain minimum curriculum requirements and students must continue to write certain departmental examinations. Under the act the district is exempted from certain provisions of the provincial school law, including the Schools Buildings Act. It determines its own length of school year and school hours, makes its own regulations regarding teacher tenure through collective bargaining, is removed from the operations of the School Foundation Programme Fund, and in certain cases may levy and collect taxes." (C.A.R., 1963, p. 358)

The "bilan" of the Royal Commission was presented in an interesting document published by the Alberta Teachers' Association in November, 1961, entitled "The Cameron Commission - Two Years After." Highlights of this report are carried below.

Alberta Teachers' Association : November 1961,  
"The Cameron Commission - Two Years After".

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Recommendation 72 (implemented in whole or in part): " Three- year sequence in French will be introduced in September, 1961. Consideration is being given to similar action with respect to Latin and German in September, 1962."

Recommendation 91 (implemented in whole or in part): "Section 387 of the School Act at present gives some authority to a local school board in this regard (that provisions and status accorded French for a primary course be extended to other non-English mother tongues)."

Recommendation 92 (no action contemplated): "The Department considers that it would be inadvisable to change present arrangements with respect to instruction in French as authorized by Section 386 of the School Act, or to alter the provisions of Section 387 of the Act (in reply to recommendation to reduce to  $\frac{1}{2}$  hour per day non-English language instruction in Grades III-VI)."

Recommendations 93, 94, 95 (language studies in accredited schools): "The outcome of these proposals depends on the ultimate decision with respect to Recommendation 1-4 (dealing with status of accredited schools)".

Recommendation 260 (implemented in whole or in part): "Schools in Hutterite colonies follow the regular course of studies approved by the Department for all schools in the province (in reply to recommendation that "the same basic educational standards and emphasis on citizenship be required in Hutterite schools").

Recommendations 261, 262, 263, 265, 266, 267 (no action contemplated): "Since the education of the children of Treaty Indians is presently the responsibility of the Government of Canada, the initiative in bringing about the integration suggested by these recommendations should be taken by that government rather than by the government of Alberta (in reply to recommendation to extend provincial education system to include Treaty Indians)".



Recommendation 264 (implemented in whole or in part): "Curriculum committees of the Department are giving careful consideration to this recommendation (to see that a fair and proper treatment in School studies be given to the place of the Indian people in the history of Canada)".

Recommendations 269, 270, 271, 272, 273 (classified by ATA as "implemented in whole or in part"): To recommendations against denominational influence over public education, against duplication in public and separate school services and in favour of identical professional and academic standards for public and separate schools, the Department in effect states that existing practice does not conflict with the recommendations.

Recommendation 268 (unclassified by ATA): "It is the intention of the government to continue to promote goodwill, harmony and understanding between public and separate school supporters and to deal fairly and constructively with the problems of both the public and separate school systems of the province (in reply to recommended resistance to a dual school system)".

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The ATA approved in principle the following recommendations of special interest to this survey:

260 (Hutterites)

261-267 (Indians).

No opinion was expressed in recommendations not listed as "approved in principle".

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The Faculty of Education did not touch upon the recommendations of special interest to this survey.

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Of the recommendations approved in principle by the Alberta Federation of Home and School Associations, Inc., the following are pertinent of this survey:

72 (three-year sequence for French, German and Latin instead of two-year sequence);

265 (extension of education programme to Indian children).

The following general comment on curriculum was added: "The high school matriculation programme must be designed so that students graduating from it will have a standing which will permit entrance to any university."

This statement seems to support a remedy to the situation mentioned on page 74 of the Royal Commission (difficulties encountered by Alberta matriculants in university non-English language studies and in university mathematics), which recommendation 72 of the Commission was designed to alleviate.

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The Alberta School Trustees' Association did not comment upon any of the recommendations under consideration, namely:

- 72 - (Three-year sequence in French, Latin German)
- 91)
- 92)
- 93) (permissive and restrictive propositions concerning
- 94) (non-English language instruction)
- 95)
- 260 - (Hutterites)
- 261)
- 262)
- 263)
- 264) (Indians)
- 265)
- 266)
- 267)
- 268)
- 269)
- 270) (Separate Schools)
- 271)
- 272)
- 273)



Publication of the American and Canadian Committees on Modern Languages,  
Volume VII:

Modern Language Instruction in Canada, Volume II, Toronto:  
University of Toronto Press, 1928.

Alberta:

(p.346) "The first school west of Manitoba organized to carry on what may be regarded as regular school work was established at Edmonton in 1842 by the celebrated Father Lacombe. Twenty-one years later in 1863 the well-known Methodist missionaries, the McDougalls, father and son, established a Protestant school at White Fish Lake. ...it was not until 1884 that the government of the Territories itself assumed a partial responsibility for education."

(p. 347) "It will be surmised, as the Catholic schools were almost entirely of French-Canadian origin and the Protestant schools due to British-Canadian initiative, that French would be the medium of instruction for the former and English for the latter. This fact was not perhaps without its significance for the future in connection with the position of French in the Alberta school system."

"Evidence that public control was becoming secure over education becomes clear from a perusal of the report of the board of education for the North West Territories for 1890-91. A full curriculum of studies for the first class teachers' certificate is laid down, and it is interesting to find French included with Latin among the subjects authorized to be taught. The prescription of the course in French may be recalled: "French grammar (Fasquelle-Sykes), composition, translation into French of short English sentences; translation of easy passages from French into English, and translation of passages from easy French authors." Neither French or Latin were obligatory for the diploma but were grouped with agriculture as "bonus" subjects."

(p.348) "As already indicated, French was now being regularly taught in most of the Catholic primary schools - existing generally in French-Canadian communities - but the report above quoted also informs us that work in French was being given at both the union school and also in the high school department of the Lacombe separate school in Calgary."

1896, Dr. D. J.- Goggin, superintendent of education:  
"The work in Latin, Greek, French and German, done in the high school departments, is determined by the matriculation requirements of the universities of Manitoba and Toronto." It appears that these Eastern Universities took the examinations in such subjects.

(p.349) "In 1902 the languages received further recognition. While they never have been compulsory subjects for teachers' certificates in what is now the province of Alberta, - neither before nor since autonomy - French and German might now be substituted in the case of the second class certificate for English grammar and rhetoric and chemistry, and for the first class certificate might replace geometry and trigonometry. The education report for 1902 also prints the requirements in French and German for standards VII and VIII, apparently identical with the contemporary demands of the University of Toronto for junior and senior matriculation."

When new province created, some officials moved from Regina to Edmonton to assure continuity.





"Strictly speaking ... there were no high schools; only a public school system divided into eight "standards". Standards VII represented the recognized level of junior matriculation and standard VIII that of senior matriculation."

(pp.349-350) "Instruction in the modern languages, French and German, was offered in standards VI, VII, and VIII. The ground covered in both languages corresponded practically with that covered by the Ontario high school curriculum of the same period. In French the Fraser and Squair Grammar was prescribed for grammar and composition. In standard VII texts such as Erckmann-Chatrian's Contes Fantastiques and Meilhac and Halévy's L'Eté de la Saint Martin offered reading material; while in standard VIII two texts of the type of Labiche and Martin's La Poudre aux Yeux and About's Le Roi des Montagnes were prescribed. In German the Fraser and Van der Smissen grammar was used for the work in grammar and composition. Leander's Träumereien or a similar alternative was prescribed as reading for standard VII and authors of the difficulty and extent of Moser's Der Bibliothekar and Hillern's Höher als die Kirche were made the basis of study and annual examination for standard VIII. While the modern languages - and also the classics for that matter - were optional, they might be offered for entrance to the normal school, in lieu, for instance, of English, algebra and chemistry.

"The highest professional certificate recognized was the "first class", the academic qualification for which was only standard VIII or senior matriculation. This grade of training was obviously too low to provide properly equipped modern language teachers, and it was only by importation that the needs of the schools could be met. ...in general it may be said that language posts went to honours graduates of the universities and that the specialist certificates of the Ontario department of education were given due weight."

(p.351) "It will be observed further that since the granting of autonomy all languages in the provincial schools have been on an equality. Until 1916-17 the University of Alberta, which opened its doors in 1908, demanded Latin for matriculation into the course for the B.A., but since that date all matriculation languages, classical and modern, have been on a parity."

1911: Press. Tory of the U. of A. headed committee to reorganize school system; eight standards became twelve grades; standards VI, VII and VIII became grades IX, X, XI, and XII. More time to cover programme, less haste. "In order also to correct the tendency to cram, which the purely written character of the final authors examination permitted, if it did not encourage, notification was given by the department of education that henceforth one-third of the value of the authors paper would be awarded to sight translation."

(p.352) "The war was not long in progress till the British people became aware that the lack of sound and wide training in the living languages involved for them a serious handicap both immediately in the conduct of the war itself, and, of ultimately greater importance, in the multifarious international activities of the modern world."

U.K. commission appointed in 1916, report (Modern Studies) published in 1918.

(pp.352-353) "... the department of education for Alberta announced in 1918 the institution of oral tests in modern languages in connection with the annual departmental examinations. In order to prepare the language teachers of the province for the new requirements - for these affected teacher as well as taught - instruction in oral methods was offered at the summer school for teachers held at the University of Alberta in 1918. The amount of author's work to be covered for junior matriculation was cut down about fifty per cent.,





the intention being that the text prescribed for study should be used primarily as a basis for drill in oral work and conversation. The oral examination was given a value equal to that of the authors paper. In the first year the cities of Calgary and Edmonton only were to be called upon to meet the new requirement. It was understood, however, that the operation of the scheme was to be gradually extended and oral examiners were to be sent finally to all main examination centres.

"It cannot be said that the plan was unanimously welcomed by the teaching profession. In many schools there were teachers who, while they possessed a well-grounded grammatical knowledge of the language, had not had opportunities for colloquial practice. These could not be expected to be enthusiastic. Pupils, too, were nervous at the prospect of an oral examination. The examiners believed, owing to the shifting of emphasis, that on the whole, good results were being attained, but, as developments proceeded, the physical difficulties of conducting the oral examinations appeared to increase out of proportion. At first one examiner was able to cover the few examination centres. When more were employed differences of personal judgment supervened an inequality in the evaluation of candidates became a potentially serious problem. After the war, financial retrenchment was demanded by the public and criticism was soon offered regarding the expense involved in the employment of the special oral examiners required. The oral tests, to the regret of some and the relief of others, were discontinued in 1922."

Same development in Manitoba.

New course of studies in Alberta: instead of three short lessons per week, now 40 minutes per day in modern language.

Junior high school at Edmonton: grades 7,8,9; introduction of second language in 8; results not very encouraging, and interest lagging.

During war, prejudice against everything Teutonic. French and Latin favourites.

(p.355) "Latterly, as the prejudice has worn off, the desire for German has reappeared in the schools, but for various reasons - financial and administrative chiefly - teaching power and teaching periods are not available and pupils are too often forced to confine themselves to French and Latin. The outlook for the early restoration of German to its former place in the schools is not too hopeful.

"The following table shows the comparative numbers of pupils writing the three provincial examinations in the various language subjects in 1926-27:

	I	II	III
French.....	3,312	1,419	406
German.....	68	19	15
Greek.....	0	0	0
Latin.....	1,637	563	192

"There exist in Alberta a considerable number of communities in which French is the native tongue and in which, owing to the special status of the French language in Canada, it would be unfair to compel pupils in the elementary grades who know no English to learn their first lessons through the medium of what to them is an unknown tongue."

Citation from preface to the "Instructions concerning the Teaching of French in the Elementary Schools of the Province of Alberta":  
(p.356)





"In all schools in which the Board by resolution decides to offer a primary course in French, in accordance with Sec. 184 of the School Ordinance, French shall be for the French-speaking children one of the authorized subjects of study and may be used as a medium of instruction for other subjects during the first school year. Oral English must, however, from the beginning be included in the curriculum as a subject of study.

"During the second year and after the child has learned to read in the mother tongue, the formal teaching of reading in English shall be begun.

"From Grade III on, a period not exceeding one hour each day may be allotted to the teaching of French. The term "French" as herein used shall include reading, language study, grammar, analysis, dictation and composition.

"In all grades beyond Grade II, the programme in all subjects other than French shall be that regularly authorized by the Department of Education, and the text-books shall be the English editions authorized for general use throughout the Province. Teachers may, however, offer explanations in the mother tongue when necessary.

"In all such schools instruction in English shall be provided in all subjects throughout the course for all children whose mother tongue is other than French."

U. of A. opened at Edmonton in fall of 1908. (p.357) "At the inception of the institution and for some years thereafter - so far as the faculty or arts was concerned - Latin and one other language - French or German or Greek - were required for junior matriculation and any two languages through the first two years of college work. This situation remained unchanged till 1916-17 when the titular primacy of Latin as an entrance language ceased. Until 1920, however, a student presenting two languages other than Latin was compelled to pass a special elementary course in that language in his first year. This regulation was suppressed in 1920-21 as a result of the post-war revision of the curriculum and the university now makes obligatory the study of any two languages of post-matriculation grade, modern or classical, for one year only. .... For administrative purposes French and German - the only living tongues in which instruction is at present offered - are grouped in a single department of modern languages. The teaching personnel consists of six instructors on full time - four on the French and two on the German side."

1910: introductory course in Italian; due to war conditions, discontinued in 1916; lack of demand since then. Sporadic requests for Spanish, but university not yet ready.

(p.358) "It may be noted in passing that the department of modern languages offers a course in French-Canadian literature. This course has been followed with great interest by members of the student body and has also called forth the appreciation of our French-Canadian fellow citizens."

Honours work in French and German at U. of A. since 1911: "At first this took the form simply of specialization in the final two years, but on account of the difficulty of covering the amount of work necessary to justify the granting of an honours degree, admission to honours courses was raised in 1926 to senior matriculation. Combinations of French with Latin and German with Latin may also be taken for honours degrees. Owing to the present demands of the high schools the French-Latin combination is popular."



Sister Dominique-de-Marie, An Investigation of the Teaching of French to English-Speaking Pupils of Grades 1 to 8 of Alberta and Saskatchewan Schools, University of Alberta Education Thesis, August 1962.

p.2: "The Alberta Home and School Federation, in its submission to the Executive Council of the Government of Alberta on December 19, 1959, requested that instruction in French be extended to the elementary grades. Six large school systems, namely, Edmonton, Calgary, Lethbridge, Saskatoon, Prince Albert and Moose Jaw are presently (1960-61) experimenting with courses in French at the elementary level." Also a few smaller school systems. Programme occurs most frequently in Grades 4 to 8; some experimentation in Grades 1 to 3.

p.iv: "The direct method, the audio-lingual approach, is used by only 50 per cent of the teachers; the method does not seem to achieve the purported aim."

p.8: Canadian Conference on Education, Ottawa, February 1958: 13 resolutions passed, including-

- (6) Where necessary, provincial laws should be amended so that either French or English may be used as the language of instruction in schools, the decision being based on the majority wish of the community.
- (7) Canadian history should be taught in such a way as to foster a greater mutual understanding between the French and the English cultures.
- (8) Interprovincial visits and other cultural relationships between English- and French-speaking Canadians should be promoted more actively - to improve mutual understanding and to derive greater advantage from Canada's bicultural identity.

p.11: "Germaine l'Abbé warned that the main thing wrong with the teaching of French in Alberta schools is that the only two compulsory years in the subject are 'at the end instead of the beginning'."

Factors influencing the introduction of an elementary French course in certain schools in Alberta and Saskatchewan:

- (1) Proximity to Universities and Colleges (Edmonton, Calgary, Lethbridge and Banff; Saskatoon and Moose Jaw); 27 schools;
- (2) Needs of military personnel and their families;
- (3) Proximity to French-Canadian centres and to a source of teachers with French background other than University training; eight bilingual schools;
- (4) There appears to be a relationship between introduction of a second-language course and urbanization. (p.12)

p.15: Sister Saint-Sylva's study: "She concluded that formal grammar was stressed at the expense of oral language, and that instructional materials and supervision were inadequate" in 100 bilingual schools in Alberta and Saskatchewan.

p.25: "It seems apparent that the enthusiasm and cooperation shown by the Modern Language Association has greatly influenced the growth of the French programmes throughout the western provinces."





p.26: "...under certain conditions the University of Alberta grants credits to teachers who have completed the Banff summer school courses in French conversation."

p.28: Notes use of an American television programme directed by a teacher from France in the Calgary area by the Public and Separate School Boards.

55 schools included in survey; 51 reported:

	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>
Public Schools	21	6	27
Separate Schools	11	9	20
National Defence Schools	4	0	4
Total	36	15	51

Number of teachers teaching French to English-speaking pupils:

<u>Grades</u>	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>
1 to 6	42	14	56
7 and 8	22	15	37
Total	64	29	93

Number of schools offering French in Grades 1 to 8:

<u>Grades</u>	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>
1	1 (1)	1 (1)	2 (2)
2	2 (2)	1 (2)	3 (4)
3	6 (6)	6 (6)	12 (12)
4	25 (33)	7 (7)	32 (40)
5	17 (22)	7 (7)	24 (29)
6	15 (21)	8 (8)	23 (29)
7	16 (24)	13 (15)	29 (39)
8	13 (23)	14 (15)	27 (38)
Total	36 (132)	15 (61)	51 (193)

Open figures refer to schools; figures in parentheses to classes)

Pupils enrolled in 193 classes in Grades 1 to 8 in 51 schools in Alberta and Saskatchewan:

<u>Grades</u>	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>	<u>%</u>
1	23	15	38	1
2	32	16	48	1
3	168	114	282	6
4	819	130	949	19
5	620	146	766	15
6	449	138	587	12
7	705	494	1,199	24
8	606	527	1,133	22
Total	3,422	1,580	5,002	100

In Alberta, 28% of all students in Grades 1 to 6 take French, 25% in Grades 7 and 8, that is in the 36 schools offering French. In Saskatchewan, 27% of all students in Grades 1 to 6 take French, 66% in Grades 7 and 8 (in the 15 schools offering French).

Years of High School French completed by 93 Teachers of Grades 1-8:

<u>No. of years</u>	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>	<u>%</u>
two	5	2	7	8
three	50	2	52	56
four	9	25	34	36
Total	64	29	93	100



Experiences with French of Teachers:

	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>	<u>%</u>
Studied in				
France.....	4	2	6	7
Attended Banff				
School.....	3	2	5	5
Studied in				
Quebec.....	8	4	12	13
Lived in French				
Centre.....	49	21	70	75
Total	64	29	93	100

In spite of all this experience, only 52% of the teachers involved rated themselves as "very fluent". 38% claimed to be average, with respect to oral facility.

Of the teachers of the French language in question, French was the maternal tongue of 56, English of 29, Polish of 4, German of 2, and Hungarian of 2. Thus, 60% were originally French speaking.

Only 21% of the teachers participated in workshops in methods of teaching French to English-speaking pupils at the elementary and junior high levels. 78% received guidance from one or more than one education leader (superintendent, supervisor, principal).

Classroom or specialist French teachers:

	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>
Classroom teachers	28	17	45
Specialists	36	12	48
Total	64	29	93

Tendency to have 20-minute French period for the elementary grades and a 30-minute period for grades 7 and 8. 68% of the classes offered during the morning session. 74% of the teachers felt that "smaller enrolment would have an effect on the excellence of the work produced." 26% of the French classes were offered to pupils of higher caliber as an enrichment programme.

Classification of objectives by Teachers:

<u>Objectives</u>	<u>Number of Teachers (with order of importance, 1-5)</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Spoken language	52	30	10	1	-
Enrichment experience	20	37	17	9	10
Study structure of language	4	9	19	12	20
Written language and					
reading ability	15	7	13	30	18
Further study	2	10	34	13	16
Total	93	93	93	65	64

"A high interest in spoken language is present in bilingual areas and in National Defence Schools where there is a utilitarian outlet for French."





Proportion of the lesson taught in French:

	<u>Alta.</u>	<u>Sask.</u>	<u>Total</u>
Whole lesson	30	12	42
3/4 of the time	18	7	25
1/2 of the time	16	10	26
1/4 of the time	-	-	-
Total	64	29	93

46 Alberta teachers employed the direct method of teaching, as did 11 in Saskatchewan. English was rarely used as the medium of instruction, according to 18% of the teachers, and never by 54%.

Greatest Difficulties encountered by the Teachers of French:

	Order of difficulty					Total
	1	2	3	4	5	
Curriculum guide not available	16	6	10	2	3	37/93
Texts not suitable for grade level	10	19	2	3	12	46/93
Enrolment too high	9	-	2	3	11	25/93
Lack of training for the teaching of French	14	18	13	24	21	90/93
Lack of supervision and guidance	5	16	12	2	2	37/93
Lack of in-service training	10	3	13	12	2	39/93
Lack of pupils' interest	2	-	2	-	1	5/93
Inadequacy of instruction materials	14	21	17	25	13	89/93
Lack of public interest	1	-	2	-	1	4/93
Insufficient library books	10	8	15	5	22	58/93

Training and materials big problem

The recommendations of the French teachers (in order of importance, determined by the frequency with which they were put forward):

1. A sequential course should be followed to ensure continuity.
2. The direct method should be used in all classes.
3. More instructional materials should be made available to the French teachers.
4. Adequate teacher training and in-service training at the elementary level should be made available.
5. Native French-speaking teacher should direct the programme.
6. More supervision and guidance is necessary. Too much has been left to the inexperienced teachers.
7. Elementary French course should be included in elementary school curriculum.
8. Pupils should be grouped according to their fluency.
9. A French Day should be organized once a month. The pupils should use French games, menus, songs and poems.
10. Pupils should start French in the Primary grades.
11. All pupils should be encouraged to participate.
12. The English-speaking pupils should take part in the French Festival.
13. The teaching climate should be pleasant, enjoyable, varied and active.
14. French should be taught by the regular classroom teacher.

Concludes with the recommendation that a supervisor of French be appointed by the Minister of Education.



Annual Report of the Department of Education, Province of Alberta:

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1906:

Inspector Brown, Medicine Hat: "In many of the town schools in the Mormon settlement the rooms are overcrowded and the trustees confess a serious financial difficulty in furnishing adequate accommodation, mainly owing to the fact that it is the custom for those engaged in agricultural pursuits to live in town and send their children to school, while many of their farms are outside of the school district. Some means should be devised in order that the owners of such farms may lawfully be asked to contribute a fair share towards the maintenance of the schools at which their children are being educated." (p.40)

Inspector Ross, Strathcona: "One half of the rural districts in this inspectorate are in foreign settlements, the nationalities of which are French, German, Norwegian, Swedish and Gallican. The few French schools are open during the year, while at least seventy per cent of those in the other districts are only open during a portion of each year. The reasons given for closing these schools are: (1) The district cannot afford to keep the school open during the whole year; (2) They require the labour of their children during the summer months. The results obtained in these short-term schools is most unsatisfactory, as the better class of teachers will not accept a position in one of them, except when all other positions are filled, and a change of teachers is necessitated each term. This breaks the continuity of the work as outlined by the curriculum, and usually brings with it changes in method and tactics. Teachers who have not taken professional training and those from other provinces are usually in charge of these schools. The latter do very satisfactory work after our Programme of Studies is fully explained to them, but in many instance they do not interpret it correctly." (p.49)

Study of languages other than English (for the English speaking) not mentioned.

Inspector Ellis, Edmonton: "Since May 1st, there have been twenty-two (22) new districts formed mostly among the Gallicans and Russians. I did not visit many of these as time was limited and Mr. Fletcher, supervisor, is looking after the building of the schools, etc., among these people. Let me say in passing, however, that my opinion of these settlers has changed since I have been among them. They are an industrious hard-working people and seem to take an interest in education when the work is once started. Though the majority of them still live in somewhat unsanitary conditions, yet a few are gradually adapting themselves to our mode of living. Where schools have been erected among these people the attendance is good and often does not vary more than two or three from day to day. One school I visited had 25 Gallicans and the children were doing very well indeed; another had 48 pupils, the majority being Gallicans. A trial has been made of a Gallican teacher who was educated in Winnipeg, but he has not proved a success, principally because he cannot speak the English language correctly and distinctly. The same applies to French-speaking or German-speaking teachers. I was in one school which had a French Canadian-teacher and most of the pupils in the second book could speak better English than he. They had had an English-speaking teacher for the three years preceding. While it may be an advantage to a teacher to know the foreign language, I believe it should never be used in the presence of the children. The progress of the class will necessarily be slow at first, but the teacher will accomplish more in the end by using the English language exclusively. One of the great hindrances





in these foreign districts is the fact that the children hear no English except in their recitations. In one of the French districts, the teacher (a French Canadian) had what she called her French and English days, which meant that on the English day the children talked nothing but English from the time they reached the school in the morning till they went home at night. She started with one English day in the week and gradually increased the number till after about two months they were all English days. The teacher was on hand at recess to supply the English word when the pupils did not know it. While some may think that it should be English from the start, I may say that this teacher has had very good success. Another serious drawback among the Gallicans and Russians is the impossibility in some instances of securing a boarding house for the teacher." (p. 53)

#### RECOGNITION OF PROVINCIAL AND OTHER CERTIFICATES AND DIPLOMAS.

53. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom the last taught. (p. 77)

#### Standard VI:

French - Grammar, reading, composition and conversation; pages 1-102 of Fraser and Squair's French Grammar and Reader (The Copp, Clark Co.).

German - Grammar, reading, composition and conversation; pages 1-142 - together with a knowledge of the strong verbs - of the High School German Grammar and Reader (The Copp, Clark Co.).

Latin, French and German optional subjects.

p. 102: "(Note. - Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation.)"

#### Standard VII:

French - Translation into English passages from prescribed texts; translation of unspecified passages from easy French authors translation of easy passages from English into French; translation into French of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in French of sentences of similar character; High School French Grammar, Part I, together with the more common irregular verbs. Two papers - (1) Authors, (2) French Grammar and Composition. (Course included selections from: Lammenais, Perrault, Dumas, Daudet, Legouve, Pouvillion, Loti, Molière, Hugo, Rouget de l'Isle, Arnault, Chateaubriand, Gautier, Lamartine, de Musset, Sully Prudhomme, La Fontaine, Erckmann-Chatrian.)

German - same objectives as for French; two papers; course included selections from: Grimm, Anderson, Ertl, Frommel, Baumbach, Heine, Uhland, Chamisso, Claudius, Goethe, Schiller, Leander.

#### Standard VIII:

French - same general lines, two full works for authors paper;

German - same general lines, two full works for authors paper.



The University Act:

43. The university shall be strictly non-sectarian in principle and no religious dogma or creed shall be taught and no religious test required of any student or other person. (p. 121)

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Annual Report, 1907:

Frequent references to "Programme".

Inspector Thibaudeau, Lacombe: "I regret that several districts, though the people complain they cannot afford a yearly school, support by voluntary contribution, for some months each winter, a parochial or foreign school. I have no objections to children knowing two or more languages; but the above practice together with the home influence and customs generally mean these children know so little English that their sympathy with and knowledge of our institutions and aims, as part of a great nation, are practically nil. Still from two years' work in the field, I know that this evil is decreasing." (p. 47)

Inspector Loucks, Vermillion: "The work done in the schools in these Ruthenian districts is very encouraging and should be a source of considerable gratification to the Department of Education. There were nine schools in operation in this inspectorate this year where none by Gallican, Bukowinan or Ruthenian children attended, and six more that had a large percentage of these foreign children. In all of them the pupils were attentive and interested and were making rapid progress in their studies. This was particularly noticeable in their number work, which they seem to grasp more readily than the average Canadian or American child." (p.49) "The teachers from the Eastern Provinces find it difficult to adapt themselves to the Course of Studies, and a few of them do not try, as they are persuaded that their way is the best." (p. 50) "In conclusion I would like to add that the signs of the times are hopeful. New districts are being rapidly formed in all English-speaking localities, and Ruthenian people are asking, "How may we get schools to teach our children to talk English?" (p.50)

Supervisor Fletcher of Schools for Foreigners gives a very good report on Ruthenian school developments.

Except from Standard VIII (Senior Matric.) French Grammar, Composition and Sight Translation Examination:

Translate:

"The French language is of special interest to us Canadians, because more than two millions of our compatriots speak no other tongue, and because it ranks with English as an official language in this country. Besides that, it is the language and in consequence reflects the character of the most polished nation of modern times." (p. 175)  
Goes on to speak of French wit, etc.





Annual Report, Department of Education, Alberta.

1908: From inception (1905) E. H. Rouleau, Esq., M.D., member of the Educational Council.

General dissatisfaction with "permit" teachers, more attention given to analyzing courses and methods of teaching than in Saskatchewan (but fewer inspectorates initially). In outlining the texts for use in the various Standards, no mention is made of official texts for the "primary course in French."

1909: (p.44) Insp. Fife of Edmonton: "It is very encouraging to observe the success attained in teaching reading to the foreign children by teachers who know only the English language. It has been my experience that, not only in reading but in all departments of the school work, the greatest advancement is made under teachers who use English only and who encourage the use of English on the playground as well as in the school during the school sessions.

Vermilion Inspectorate, 8 more in part.

Inspector Scott of Hardisty: "Most of the people of the inspectorate have come in from the United States, but Canadians and Old Country people are also numerous. There are few "colonies" and the English language is spoken almost everywhere." (p.58)

Supervisor Fletcher of Schools in Settlements of Foreigners:

"The Ruthenians, as was quite natural, desired teachers who could speak their own language but as none of these held qualifying certificates they were loath to engage the services of qualified teachers all of whom were English speaking. However, they reluctantly accepted a few and again misapprehensions began to vanish. They began to realize that the teachers thought and talked like one of themselves, that their children learned quite readily under them, and that they would not interfere with their religious views. ....In a few cases, the board of trustees, being wrongly advised, held out against the acceptance of a qualified teacher until an official trustee was appointed by the department to administer the affairs of the district.

(P. 60-61)

After one term of such administration they became quite willing to conform with the requirements of the department and in two notable instances petitioned the Minister of Education to allow the official trustees to continue in office.

1910:

Inspector Hill of Strathcona: "Here and there one can note the effort of foreign - born parents to secure for their children the best that Canadian citizenship can bring. In other cases there is a lamentable lack of desire to fall into line and in a few cases a positive effort to follow old traditions to the subversion of Canadian ideals. While one can sympathize with the desire of foreign - born parents to secure for their children a knowledge of their mother-tongue, yet steps ought to be taken to insist that such a desire shall not result in depriving any child of his right to a full share in the educational benefits offered by our Province, particularly the benefit of an inspiration to become a loyal Canadian citizen." (p. 47-48)

Inspector Fife, Edmonton: "A very considerable number of parents do not speak English to their children and they consequently start to school with a very serious handicap. Much of their time during their first years of school must be spent in English exercises and progress is very slow. This condition is rendered more serious on account of the fact that many of these non-English districts have very persistent desires to employ only teachers who speak their own language, even



though they are not legally qualified. This has been a very serious drawback to the success of these schools. After a careful study of the conditions I am strongly of the opinion that the best teachers for such districts are those who have a good knowledge of English". (p.51)

Inspector Butchart, Vegreville: "There are now about sixty-five Ruthenian districts organized and these present particular problems and difficulties. The great difficulty of course is ignorance of the English language. Progress in the acquisition of English is necessarily slow for a time from the fact that the pupils hear and speak it only at school and most of these schools are open only part of the year. However, it has been found that wherever even a few of the pupils reach, say, Standard III, the task becomes much easier in the whole school. The necessity of having to acquire a knowledge of English makes an adaptation of subject and method. Once a working knowledge of English is acquired Ruthenian children become very satisfactory pupils."

Supervisor Fletcher: "A perceptible advance in general intelligence is noticeable among the masses of the Ruthenian people. They are more frank in communicating with people of other nationalities. In business matters they more readily assume responsibility for meeting their obligations instead of attempting to evade them. They are gradually acquiring a knowledge of current events and are able to understand a little about how we are governed. They talk fairly intelligently on the political questions of the day. This is due partly to their mixing with intelligent English-speaking people and partly to the frequent local discussions they have on current topics."





1911:

Inspector Butchart, Vegreville: "About half the schools in this inspectorate are purely Ruthenian schools and in a number of others the Ruthenian element predominates. There are also a number of French, German and Scandinavian schools. This fact presents a peculiar problem. For quite a time the main work of the school is to teach the English language. Until the child acquires a considerable English vocabulary his progress in other subjects is necessarily slow. From the fact that most of the children hear no English except in school, and that most of the schools in the foreign districts are open only in summer and that attendance is very irregular in many cases progress in acquiring English is slow for a time. In schools where some of the pupils reach a stage of advancement represented by say, Standard III the progress becomes much more rapid. In some of the Ruthenian schools the progress is quite surprising. In some Scandinavian districts there is a strong tendency to cling to their own language to the detriment of the English teaching, but some of the Scandinavian schools are very satisfactory indeed.

It is a matter of considerable difficulty to get satisfactory teachers for the summer schools and for the most of the schools in outlying districts. The foreign summer schools are taught mostly by university students from the east and most of them have done very satisfactory work when the peculiar difficulties are taken into account. In this work adaptability and experience count for much, far more than in English-speaking schools. After the first year a teacher usually does much more effective work."....(p.57-58)

At this juncture, great influx of teachers from the British Isles; government of Alberta had tried to attract British teachers to the province in the previous year, placing great stress on the remunerative nature of the profession in Alberta.

Inspector Scott, Hardisty: "In the Gallican districts north of Daysland the beginning has been made of successful school work. Good schools have been built and teachers are employed for the whole year. The progress of the people in assimilating Canadian ideas is most marked. Much of this progress is due to the schools, the children becoming the teachers of their parents and elder brothers and sisters." (p.66) British teachers well trained for conditions of old country, find it hard to adapt.

Inspector Hartley, Castor: "Probably ninety-five per cent of all the settlers in the Castor Inspectorate are English speaking. Three districts or more contain some French-speaking people. Four or five districts are partly or wholly settled by German-speaking people and in one school district nearly all the people are Finlanders. These people of foreign extraction, all or nearly all came here directly from the United States, and most of the adults can understand English. Practically all the people of this whole inspectorate came here either from the United States or Eastern Canada." (p.72)

Inspector Morgan, Macleod: "The problem of dealing with foreign children in our schools demands special qualifications on the part of our teachers. In the first place the pupils must be taught the English language and in the second place a wholesome knowledge and appreciation of British institutions must be inculcated. In the case of pupils of European parentage the first difficulty is the greater. In the case of those from the south there is a latent antipathy to anything British." (p.75)



Inspector Parker, Vermilion: "A strong sentiment that their schools should be conducted by Ruthenian teachers and in the Ruthenian language is developing among these settlers. In one instance the school was conducted entirely in Ruthenian. In the French-Canadian schools the work has been, generally, quite satisfactory." (1912,p.51)

1912:

Fletcher's report on Foreign Settlements deals almost exclusively with Ruthenian settlements.

1913:

Schools consolidation started in Alberta; demand for consolidation came from the base, not imposed from above.

An English School for Foreigners was established at Vegreville.

Great interest shown in manual work, work-shops, and domestic science, especially at Edmonton.

Regions of Alberta north of the Athabasca River:

"The educational needs of the people being supplied by the Anglican and Roman Catholic Mission schools. These schools are generally taught by the Sisters of some Roman Catholic Order, or lay teachers, male or female, of the Anglican Church. The teaching has a distinctly religious trend and is rather old fashioned. The teachers are not qualified according to our provincial standard, but they are a self-sacrificing band of devoted women and men who have added a great deal to the usefulness and happiness of the lives of the children who have attended their schools." Fife, p.73.

Inspector Nelson, Wetaskiwin: "With regard to the teaching of English to non-English pupils, the results, in the majority of cases, have been most gratifying. These children are being taught to speak, read and write the English tongue with facility and ease. The writer has in mind one teacher in particular, who, by kindness and tact in a Ruthenian school, has got the children so interested in school work that the percentage of attendance stands high. The parents, also, are gratified to know that their boys and girls are learning English; which fact alone goes a long way to make the school popular with them. A night school has likewise been organized for the young people over school age who wish to learn the English language and several have availed themselves of this opportunity. The importance of such a school as a educational and colonizing factor can scarcely be estimated." (pp.83-84)

Inspector LeBlanc, Onoway: "Approximately thirty per cent. of the teachers inspected were the possessors of permits, and comparatively few of these were doing what could be termed "fair work". No time-tables were prepared, and the classification of the pupils was weak. Some did not even know that a programme of studies existed. The qualified teachers, who have received their training in Alberta, are good disciplinarians, and use the blackboard effectively in teaching. British teachers, who have had at least a year's experience in Albertan methods, are giving good satisfaction and are doing very commendable work in art and composition. In the French-Canadian schools the work in English is encouraging. The boards of these districts demand that bilingual teachers be competent to give thorough instruction in English." (p.87)

Inspector Parker, Vermilion: "Of one hundred and forty-eight departments, twelve are French and twelve Ruthenian. The French schools were all in operation during part of the year and five of them during the whole year. Generally, the conditions in these schools are fairly good, although there is a growing tendency in some







districts to neglect the English language. Of the Ruthenian districts, only eight had schools in operation and none were open for the full year. With three exceptions, conditions in these schools were unsatisfactory and little progress was made in English." (p.89)



1914:

Report of the Chief Inspector of Schools:

P.24: "One branch of the German Lutheran Church established private schools in connection with their work in a number of city, town, village and rural districts in the province and placed theological students from their colleges in the United States in charge. These men were good types of German manhood and were devoted to their work, but spent a great part of their time in the instruction of religion and the German language. .... The school required this certificate in order that the parents of the children would be exempt from the penalty imposed by The Turancy Act, as this Act makes it compulsory for parents whose children are not in attendance at the public or separate school to present a certificate from the inspector to the effect that they are receiving efficient instruction. Owing to this action the church has closed the majority of these institutions and the children are at present in attendance at the public schools."

p.26: "The progress made in the English School for Foreigners has been very satisfactory, and the majority of the students are gradually gaining a working knowledge of English. .... Three students from this school will write on the Grade XI, or Normal Entrance Examination and will have an excellent chance of success, while two other Ruthenian students in the town of Vegreville are preparing for the same examination. The time is very near when a large number of these students will qualify as teachers by completing the same course of training and passing the same examinations as the English-speaking students in the province."

The Night Class Instruction programme for those who cannot attend school during the day time, includes a course in English and civics "for the non-English-speaking members of the community, to assist in (a) eliminating the language barrier, which separates them from their fellow citizens, and interferes with their economic efficiency; (b) developing on their part a knowledge and appreciation of our methods of government and our ideals of citizenship." (pp. 43-44)

Speaking of the paternal method of handling the affairs of school districts (official trustees) and the democratic method, the Supervisor of Schools among Foreigners (Fletcher) stated: "The paternal method is intended to be used only temporarily and school districts are encouraged to manage their own affairs as soon as practicable." (pp. 66-67)

Notes continued difficulties with the Ruthenians, although English gradually making headway. Speaks of no other linguistic groups.

Stickle of Vegreville's English School for Foreigners noted that the students were acquainted with Latin, Greek, and German (amongst other things), but that they could not use English textbooks.

Inspector Parker, Vermilion: "Of thirteen departments among French Canadians, one, organized late in the year, had no school, two were in operation less than six months, while the remainder were open nine months or over." (p.101)

1915:

Parker of Vermilion: "In the schools in the French-Canadian districts the work in English has been poor, except in three of four cases. In one school, where the pupils are practically all of French extraction and which has been in operation for about five years, there





is a large class preparing for Grade VIII examination in 1916. A good proportion of this class should be successful.

p.145: "...since the closing of foreign immigration to Canada, the attendance at the English School for Foreigners has declined. The institution has greatly assisted these foreign peoples, and its decreasing attendance is happily indicative of the growing scarcity of language difficulties among the young men of foreign birth."

More analytical studies of enrolment than in Saskatchewan. From start, Alberta seems to have had better control of educational system than Saskatchewan.

1916:

Butchart of Vegreville: "The majority of the schools are in non-English communities and many of these have been operated for only short terms this year. This has been due largely to the scarcity of teachers, which has been more keenly felt this year than ever before. Most of these schools are suitable only for male teachers, and so many of these have enlisted that the male teacher in rural districts is rather a rarity. There have been a number of students, most of them Ruthenians, in charge of schools and most of them taught only for short terms. Some of them did fairly satisfactory work, but a number were difficient in the matter of English.

"A few non-English students have qualified as teachers and most of them have done satisfactory work, while several have proved themselves unusually enthusiastic, capable and efficient." (pp. 50-51)

Parker of Vermilion: "In no district did I find any tendency to use any language except English." (p.79) Does this also refer to the French speaking; quite likely not, since he begins by talking about the "foreign communities".

Fletcher always talking about the Ruthenians. The English School for Foreigners at Vegreville continues to function.

1917:

Normal School (Camrose): rather interesting statement - "The average student arrives at Normal School with a very limited and vague knowledge of the English subjects." (p.29)



Paper prepared for  
Professor H.B. Neatby,  
September, 1964.

THE TEACHING OF LANGUAGES OTHER THAN ENGLISH  
IN THE ELEMENTARY AND SECONDARY SCHOOLS  
OF THE PROVINCE OF BRITISH COLUMBIA.

W.T.R. WILSON  
Research.





## PREFACE

One of the major problems involved in preparing a chronical of modern language instruction in British Columbia has been the dearth of primary and secondary source material touching on second language instruction for either English- or French-speaking pupils. This study has been based on a limited number of sources each one of which covered a significant span of years. The following three sources served as the principle bases for the periods indicated:

1. 1872 - 1940: Greene, George H.E.,  
"The development of the curriculum in the Secondary Schools of British Columbia", unpublished Phd. thesis, University of Toronto, 1944.
2. 1872 - 1927: Modern Language Instruction in Canada, Volume II, pps. 360 to 369.
3. 1927 - 1963: Department of Education, British Columbia  
Annual Report of the Minister.

These were supplemented from a variety of works, primary and secondary, but in the main it has been necessary to rely on them quite heavily.

## INTRODUCTION

The French-speaking minority in the province of British Columbia in percentage terms, is second only to the tiny French-speaking population in Newfoundland. One point six per cent of British Columbia's population, or 26,000 people registered as being of French mother tongue at the time of the 1961 Census. Of the province's population of 1,629,000, sixty-seven thousand were of French origin. In his articles in the periodical Relations, Richard Arès uses these figures to measure the degree of assimilation that has taken place.

"Voici une minorité aux deux tiers assimilée; elle sait l'anglais à 97%, mais le français à 38.3% seulement. Sa langue maternelle est l'anglais à 64.8% et le français à 33.7% seulement."<sup>1.</sup>

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1. Arès, Richard, s.j., Relations, mai, 1964.



The public education system in the Province of British Columbia has never been complicated by denominational schools of any sort. Under Section 10 of the schedule attached to the "Order of Her Majesty Admitting British Columbia into the Union" in 1871, the new province was to be governed by Section 93 of the BNA Act. There were no publicly supported denominational schools in existence at that time and none have since been established by provincial authorities.

#### FIRST BEGINNINGS

The first legal statement governing the schools of British Columbia was the Public Schools Act of 1872. All public schools established under the provisions of this Act, were to be "conducted upon strictly non-sectarian principles". No mention was made of the language of instruction but one can assume that the omission was indicative of a presumption that English only would be used. In that same year authority was granted to establish post elementary schools but it was not until August 1876, in Victoria, that the first high school was established.

The first course of study for high schools in the province was prescribed in 1879 and in it Latin, French and Greek were included. Until 1900 no real system of grades existed for the secondary schools and apparently it functioned more on what might be known today as a "credit" system - each student was required to cover a quantity of material without being obliged to complete a unit of subjects before progressing. Some twenty-nine different subjects were offered by 1899.

The order established in 1900 called for junior, intermediate and senior grades and outlined the course work to be covered in each year. Latin was compulsory in all three years and French, Greek and German were optional in the intermediate and senior years. In 1906 Greek and French were made optional





for the junior year for the first time.

Curriculum innovations, in 1906, saw French and Greek offered as options, in the junior year - candidates were allowed to choose only one of the two, and in a programme for commercial students Latin, French and Greek were replaced by stenography, typing business forms and other commercial subjects. It was only seven years later in 1913 that German was offered as an option in the first year. A degree of decentralization of the high school system took place in 1916 when examinations for the junior year were transferred to the local level. In 1929, Greek was dropped from the first two years of high school, and the content of the Latin, French and German courses was revised.

PUTMAN - WEIR REPORT, 1925

In the early summer of 1924 Messrs. J.H. Putman, Senior Inspector of Schools, Ottawa, and G.M. Weir, Professor of Education, University of British Columbia, were appointed to make a survey of the entire school system; their report was completed by May of the following year. Among the Commissioners' remarks were some which touched on the teaching of modern languages.

They recommended the establishment of "middle" schools wherein grades VII, VIII and XI, would be taught and French and Latin would be optional subjects. The high schools, grades X, XI and XIII would have had four language options available - Latin, French, German and Greek.

"As soon as the middle school is put in operation many pupils will enter the high school with some elementary knowledge of Algebra, French or Latin, and a background in nature study and history. This should make it possible for the high school to complete really good courses in these subjects in three years and in some cases in two years."<sup>3</sup>

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2. The course of study prescribed for the school year 1900 contained in the Manual of School Law 1900, included under the general heading "Classics", Latin, Greek, French and German. Greene, George H.E. The Development of the Curriculum .....Appendix III.
  3. Putman, J.H. and Weir, G.M. Survey of the School System, p. 115



It was the opinion of the commissioners that more attention should be given to seeing that the pupils time in high school was spent in pursuit of courses which would be useful to him rather than ones which were preparing him for a future to which he could not look forward. Students who would be leaving school at fifteen years of age,

"...would be ill advised to use a part of their middle school period in acquiring a smattering of Latin or French at the expense of less thorough work in English or history or some acquaintance with shop-work or home economics. On the other hand the boy or girl who can spend the years from fifteen to eighteen in a high school may very profitably devote some time from twelve to fifteen in acquiring a foreign language because experience teaches us that during these years our power to learn a language is at its maximum".<sup>4</sup>

To introduce a degree of flexibility into the programme, they recommended that the Department adopt a basic programme of four subjects - English, history and civics, science and health education, and that these be supplemented by a wide selection of options. French, Latin, German and Greek were to be among the latter.

The commission dealt with training of both elementary and secondary school teachers but no mention was made about the preparation of language instructors.

The recommendations were not implemented directly but in the next few years a number of adoptions of their suggestions were made. Promotion by subject was introduced in 1926 for the first time. It had been the practice that failure to pass one of the matriculation on Normal School exams meant that one was obliged to repeat the whole set.

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4. Putman and Weir Report p. 89.





In 1929 the high school programme underwent a major change in that another year was added to give a four year programme leading a general education diploma and admission to Normal School and the University of British Columbia. The revised courses were put into effect one year at a time, the first one in 1929 being the grade 9.<sup>5</sup>

"The course in foreign languages (Latin, French, German and Greek) leading to the junior matriculation covered approximately the same amount of work as formerly, but work was spread over four years. This provided a more leisurely approach to the languages than had been customary, and it was thought it should result in a more thorough mastery of the subjects and a greater liking for them."<sup>6</sup>

Spanish was offered as an option in the first two years of High school for the first time in 1933, but it was not until 1940 that these courses counted towards the junior matriculation.<sup>7</sup>

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5. The 1930 programme of studies outlined the "core" and "elective" subjects for students working towards Junior Matriculation, Normal School entrance and the general Course diploma. The following outlines some of the details of these three programmes:

Junior Matriculation: students were required to take 108 to 114 credits from a selection of obligatory and optional subjects each subject being given a numerical value:

<u>Core subjects</u>	<u>Credits</u>
English	23
Social Studies	14
Health and physical education	9

Group requisites and electives

Mathematics	23
Latin or French	16
A Science	13
One of 18 additional subjects offered (including French, Latin, German and Greek)	10-16

Free Electives

The General Course was designed for students not wanting to go to university or Normal school and consequently all but the "core" subjects were considered free electives.

6. Greene, George H.E., The Development of the Curriculum in the Secondary Schools of British Columbia, p. 107.
7. Ibid p. 123. There is no record, either in the thesis by Greene or in the Report of the Minister for that year of what pressures led to the introduction of these courses.



Prior to the opening of a small number of junior high schools in 1926, foreign languages had never been taught in a grade below grade nine. Then in 1936 the results of a curriculum revision committee appointed the previous year were put into effect.

The courses leading to Normal School entrance were the same as those above with the one alteration that the Latin and French options were given only 8 credits.

"The junior high school syllabus listed courses in French for all three years, grades VII, VIII and IX, and courses in latin for the last two years. Half yearly courses were offered, permitting a student to receive credit for only the half year if desired. Thus, a student might take French for one half year as try-out courses. The work of the regular first year to complete in the junior high school."<sup>8</sup>

With the War came a re-assessment of the role of second language instruction. The Chief Inspector of Schools wrote in his report of 1940-41, that a "process of intellectual decay" was at work in Germany and France, and that in his opinion it was unlikely that for some considerable length of time after the war it would be possible for either France or Germany to make any significant intellectual contribution to the world. He forecast that the German language would loose a great deal of its utility as the amount of important writing in that language declined, and he suggested that the works of French-Canadian authors be collected for study in the high schools in view of the decline of France's world position. His most emphatic prediction, however, was that the Spanish language would witness an ascendancy in popularity in the schools. Increased ties for defence and economic reasons were resulting in a greater contact between Canada and the countries of South America speaking both Spanish and Portuguese. In his report

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8. Greene, The Development of the Curriculum....





of 1941-42 he returned to the subject and proposed further reasons why the study of Spanish should become more popular. He cited that because it was easier to learn than either French or German it had been chosen by many students in the United States to meet university<sup>9</sup> entrance language requirements.

As a follow-up, the Department prepared a new three-year course in Spanish during the year 1942-43. The language did not have the same standing as other modern languages in so far as entrance to university was concerned, but it was possible to continue its study once in university.

#### "MAJOR" SUBJECTS

The next time the Annual Report contained reference of interest to the teaching of modern languages was in 1950-51 when details were given of the new system of 'Major' subjects. Each student following the 'university programme' was to supplement a basic programme of study with additional courses in subjects chosen from a series of electives - those chosen for advanced study were to be known as major subjects. French, Greek, Latin and Spanish were the languages which each Board was authorized to offer as electives in this programme.

#### EXPERIMENTAL FRENCH

During the academic year 1955-56, the Department of Education outlined an experimental programme of French instruction for grades V and VI of the elementary schools. Their plan was to introduce it on a trial basis in a number of selected schools and, depending on the degree of its success, it could be expanded. The grade V programme was undertaken in seven schools in Vancouver and Victoria in 1956-57 by 742 pupils of all ranges of ability. During the next year grade VI was started, but it was not

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9. See Appendix 1 for text of Chief Inspector's statements.



"considered advisable at present to extend the programme to schools other than those selected for the experimental project".<sup>10</sup> The experiment led to the decision in 1960 to give "permissive authorization to all Boards of School Trustees" to permit teaching of French to selected elementary school classes at the grade VI and VII levels provided that a qualified teacher was available on the staff. The final outcome of the experiment came in the next year, but it was as much determined by the recommendations of the Chant Royal Commission as the results of the experimental French courses of the preceding three years. Therefore, a digression will be made here to give account of this Commission before proceeding with the changes in the place of French in the curriculum.

ROYAL COMMISSION ON EDUCATION, 1960.

This Royal Commission, chaired by Dean Chant of the University of British Columbia, submitted its Report in 1960. It had dealt with a multitude of problems concerning the elementary and secondary schools of the Province among them being the curriculum. Submissions had been received from a number of organizations asking for the introduction of modern language instruction at the primary school level, but the commissioners were not inclined to agree with them. They were to recommend that French be offered as an elective subject in all the years following grade seven, but they were opposed to its introduction at any earlier stage for a number of reasons. While they were "in full agreement regarding the importance of French as a Canadian language", they did not endorse arguments that said that language instruction was most efficacious if started at a primary level. In addition they held that,

"there is little evidence that the majority of pupils in the high schools of British Columbia, or elsewhere, choose to learn a second language in order to become proficient in its use. Most students take it because<sup>11</sup> it is required."

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10. Report of the Minister, 1957-58, p. 38

11. R.C. on Education, 1960, p. 316.





However, "the futility of expecting high school pupils to acquire any adequate facility in the language with only two years of instruction is not disputed". The Commission had "no objection to extra-curricular classes in French being given on a voluntary basis in elementary schools where suitably qualified teachers are available".

They concluded by saying,

"It will be noted that the Commission's position is not in full agreement with the views expressed by most of those who submitted briefs on the matter. It seemed to the Commission that many of the statements that favoured instruction in oral French in the primary or elementary grades were more in keeping with a popular trend, than based upon any factual evidence of the value of such instruction. The Commission is not satisfied that sufficient evidence has been given<sup>12</sup> to establish the validity of the claims".

According to the Commissioner little was said in the briefs about any other languages than French, Russian and Latin. They recommended that Latin be retained on the curriculum but only on an optional basis as it was at that time, and they agreed with the cautious introduction of Russian as an elective in the secondary school programme. The other languages that were mentioned in their proceedings were Chinese, Japanese, and Spanish - the latter being available already in the curriculum. Nothing was said about Spanish, but the Commission recommended against adding Chinese or Japanese to the "already heavily loaded programme of the secondary schools of the province."<sup>13</sup>

In an address to the Provincial Legislature on February 13, 1962, the Honourable L.R. Peterson, Minister of Education, outlined

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12. Ibid, p. 318

13. Ibid, p. 319



the intentions of his government as regards the various recommendations of the Commission. It had been decided that the recommended change in structure would be implemented and that henceforth grade VIII would be part of the secondary school and that "where there is a division, grades VIII to X will constitute a 'Junior secondary school' and the remaining grades a 'senior secondary school'". A new curriculum was drawn up for grade eight, which included a compulsory French course, "required for most pupils, although the principal of a school will be able to excuse, with the consent of a parent, any pupil who is quite certain that he or she will not be following an academic programme in senior grades."<sup>14</sup>

In addition French could be offered as a subject of study in grades VI and VII, subject to the conditions that only pupils of average and better-than-average ability undertake it, and that the course be taught by a regularly certificated teacher on the school or district staff competent to handle this type of work.<sup>15</sup>

As a result consequence of the combination of the experience gained from the experimental French classes and the recommendations of the Chant Royal Commission, the Department had settled on this conclusion. It is this arrangement that prevails at this date. French is an optional subject under restricted conditions for pupils in grades VI and VII; it is virtually compulsory for all pupils in grade VIII; and it is one of several electives offered in grades X, XI, XII and XIII. The encouragement given the study of French by its being made compulsory in grade VIII might well have been responsible for that subject having become one of the ten most popular electives during the academic year 1962-63 for the first time since the instigation of the 'major' subject scheme in 1950-51.<sup>16</sup>

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14. Peterson, The Hon. L.R., Address to the Legislature, reprinted in The B.C. Teacher, 1962.

15. Programme and guide for French in the elementary school, first course, 1961. "Special Note", page 1, See Appendix II.

16. 'French 92' was tenth most popular among the electives coming after biology, mathematics, chemistry, English (I), physics, geology, English (II), history and home economics. B.C., Report of the Minister of Education, 1962 - 63.





Throughout this period, 1950 to the present - Greek, Latin and Spanish have maintained their places in the curriculum as optional subjects in grades 9 - 13. Local Boards can still offer courses in Russian for any two consecutive years in Grade 10 - 13.

#### SCHOOLS FOR FRENCH-SPEAKING PUPILS

Tim Creery quotes M. Joseph Palard, former president of La Fédération Canadienne-Française de la Colombie Britannique, as saying that the French-Canadian community has never asked the government for French as a language of instruction in schools where French-speaking children are in the majority. Tim Creery Interviews. (See appendix III this report.) This is further evidenced by there having been no submissions to the Royal Commission on Education of 1960 from French-Canadian educational associations - presumably because the directive to the Commissioners had expressly excluded the investigation of the means by which funds for school purposes are raised or distributed.<sup>17</sup>"

There are none and never have been any special facilities supported by the Province to accommodate French-speaking pupils. As has already been outlined, the school system of British Columbia has always been completely non-sectarian and since French language teaching in British Columbia, as elsewhere, has from the beginning been sponsored by the Roman Catholic Church, any schools where French would be a language of instruction, being at the same time sectarian schools, could not receive support from public funds.

French-speaking settlers arrived with the first explorers of the colony of British Columbia. The first attempts to establish schools for French-speaking settlers were undertaken in 1838 according to Groulx, when the Bishop of Quebec sent out two priests, Fathers Demers and François - Norbert Blanchet to serve in the new colony and in particular to look to "l'éducation chrétienne des

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17. Report of the Royal Commission, 1960. p. 1



enfants, établissant à cette fin, autant que vos moyens vous le permettront, des écoles et des classes de catéchisme dans tous les villages que vous aurez l'occasion de visiter." <sup>18</sup> In 1847, Father Demers was made Bishop of the Colony and nine years later he had established two Catholic schools at Victoria. In 1858, Bishop Demers came east to enlist the help of missionaries and teachers; his trip resulted in four Sisters returning with him to the west coast. More came in the next few years and by 1865 some six or seven schools were being run by priests and nuns of various Orders who had come out from the Province of Quebec. At no time, however, did these schools receive support of any kind from either the Colonial or Provincial governments.

It has not been possible to trace what happened to these first schools, but it would appear that they must have died natural deaths as every other historical source suggests that the first beginnings of schools for French-speaking pupils were to be found in the Parish of Maillardville, founded in 1909. None make mention of the early predecessors.

The parish of Notre-Dame-de-Lourdes at Maillardville was founded by an Oblate Father, Father Edmond Maillard, who had brought out a contingent of workers from Hull to work for Fraser Mills. The next parish to be founded was that of Saint-Sacrement in Vancouver, established in June of 1946, and since then four others have come into existence. Some details of all six taken from the Répertoires des Institutions canadiennes d'enseignement français, 1962-63, follow: <sup>19</sup>

(i) Notre-Dame-de-Lourdes, Maillardville, founded in 1909. Consists of 725 French-Canadian families and operates both a primary and a secondary school.

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18. Groulx, Abbé Lionel, L'Enseignement français au Canada, Tome II, p. 147.

19. L'A.C.E.L.F., Répertoire des Institutions canadiennes d'enseignement français, 1962-63. p. 935.





(ii) Saint-Sacrement, Vancouver, Founded in June 1946.

Consists of some 450 French-Canadian families and operates a primary school for French Canadians.

(iii) Notre-Dame-de-Fatima, Maillardville. Founded in 1947.

There are 300-350 homes in the parish where the two parents are French. Operates a school with grades one to eight. Two courses, - one French, one English - are given. Grades nine and ten, which had been<sup>20</sup> offered had to be ceased because of a shortage of teachers.

(iv) Notre-Dame-de-Lourdes, Port-Alberni. Founded in 1950.

Consists of some 250 French-speaking families and operates a primary school in which French is not taught.

(v) Saint-Jean-Baptiste, Victoria. Founded in 1957. Consists of some 175 French-Canadian families and proposes to found a French language primary school in the near future.

(vi) Notre-Dame-de-la-Paix, New Westminster. Founded in 1957.

Consists of about 200 French-Canadian families, but has no French language school.

The problem of finances for these schools has been one of great concern from their very beginnings. The province considers them to be private schools and as a result parents who send their children to them pay not only the school fees, but also the public school tax. The whole question of public support for the French Roman Catholic schools was brought to the foreground very forcedly in 1951 when the two schools at Maillardville closed their doors and turned their eight hundred pupils over to the public system in one fell swoop. (The immediate cause of the difficulty was the refusal of the Coquitlam School Board to help pay for school busses used by the Catholic children.) The 'strike' did not accomplish its goal as the public schools succeeded in handling the influx of

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20. Neither this parish, nor its school are mentioned in the Répertoire. Reference to them was found in the notes taken by Tim Creery of an interview with Father Michaud of Notre-Dame-de-Fatima, p. 1.



new pupils by means of staggered classes, and about a year later the Maillardville schools admitting defeat, opened again under the same conditions as before.

The spokesman for British Columbia at the second Congress of l'Association des Commissaires d'Ecoles Catholiques de Langue Française du Canada held in Ottawa, June 1961, Dr. Roger Beaudoin, outlined the main difficulties of the French language Roman Catholic schools of British Columbia. They were four in number:

1. Manque de gens compétents pour guider les destinées de nos organisations.
2. Manque d'éducateurs compétents.
  - (a) Pénurie d'argent. Nous ne pouvons pas offrir les mêmes salaires qu'offrent les écoles subventionnées par le gouvernement provincial.
  - (b) Les années consacrées à l'enseignement dans les écoles privées ne comptent pas pour l'obtention du brevet de compétence pour la province (Permanent Certificate). Il s'ensuit que nos éducateurs (à l'exception des communautés religieuses), sont attirés et l'enseignement dans les écoles publiques.
3. Le gouvernement refuse toute aide financière aux écoles séparées. Les Inspecteurs du Département d'Education de la province ne visitent pas nos écoles, mêmes si nos élèves doivent subir les examens du Département d'Education.
4. Nous n'avons pas une école supérieure de langue française pour garçons. Les parents à salaires limités, payant déjà la double taxe pour les écoles existantes, se voient forcés d'envoyer leurs jeunes gens aux écoles neutres anglaises. Il va sans dire que ces jeunes sont plus ou moins perdus pour la cause française".<sup>20</sup>

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20. Beaudoin, Dr. Roger, "La Colombie-Canadienne", Deuxième Congrès de l'Association des Commissaires d'Ecoles Catholiques de Langue Française du Canada, Rapport, p. 29.





Tim Creery makes an important point in his series of articles when he emphasizes the primary role that the Church has played in maintaining the French Canadian community of British Columbia. "Throughout the West the Church of Quebec is the rallying point of French Canadiarism, supplying preachers, teachers<sup>21</sup> organization and even weekly newspapers". Opinion among French-Canadian educationalists in the province, seems to be that the religious and language aspects of their educational system are necessarily tied together, possibly more so than in other provinces. This is to be explained by the great dependence there has been on the Church for defence against the overwhelmingly "Anglo-Canadian-American" nature of the environment.

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21. Creery, Tim. French for the French, p. 16



APPENDIX I

SELECTIONS FROM THE ANNUAL REPORT OF THE  
MINISTER OF EDUCATION FOR THE PROVINCE OF BRITISH COLUMBIA,  
1940 - 1943





Annual Report of the Minister

1940-41 Report of the Chief Inspector of Schools

Modern Foreign Languages: The present World War will undoubtedly have effects upon the study of modern foreign languages. One may conjecture as to these effects, but he can have no certainty concerning them. It is not unlikely that the Nazi regime has doomed Germany to intellectual sterility for a long time to come. Specialists in science and other fields will, no doubt, still study publications of pre-Hitler Germany which are important to them, but it seems doubtful if Germany of the future will for a long time to come have much to offer the world in art, literature, philosophy or science. The scholars who have escaped from Germany will probably stay in the countries where they have found refuge, and will write in English, as Einstein has done. Will students care to study German in order to read the works of Germans of former times? One may doubt it.

Similar reflections might be made concerning the study of French. The same processes of intellectual decay are at work in France. A post-war intellectual recovery is, however, more possible in France than in Germany, but it is not certain. French will, however, continue to be important in Canada because of our three and a half million French-speaking fellow Canadians. We should examine the possibility of drawing upon the literary productions of French Canada for the materials of study now that the world of Molière is ceasing to have any meaning or reality for us.



However, it is impossible to predict that the study of Spanish, particularly the Spanish of Latin America, will assume importance in our schools. The necessities of hemispheric defence are already drawing the peoples of the United States and of Latin America closely together not only in the military and economic spheres but also in the intellectual realm. To-day the Canadian Government sends economic missions to the countries south of the Rio Grande. The interest is reciprocal. Latin-American educators say that they would like to know more of Canada and of Canadians. The time would appear to be ripe for considering seriously the study in our schools of both Spanish and Portuguese - on this coast Spanish rather than Portuguese. Young teachers of the modern languages, still interested in adding to their linguistic armament, would be acting wisely if they were to apply themselves to one or both of the languages spoken in Central and South America. They may be assured that they will enjoy the study even though these forecasts prove in other respects to be in error.

Latin: If French can be justified as a subject for school or college study, Latin equally well can be justified. One would have only a shallow knowledge of the French language without a sound grounding in the Latin tongue from which it springs, and likewise one would have a shallow knowledge of French literature if he had no knowledge of the Greek and Roman background of French culture. The French themselves recognize the imperative need of this background. Latin is also fundamental in the scholarly study of the other Romance languages. It is necessary for a genuine scholarly knowledge of the English language and literature. An English "specialist" has little claim to





the dignity of that title whose knowledge of Latin is negligible. It follows that Latin is essential for students who seek more than superficial knowledge of the English language and literature and of the other modern languages which are studied in the schools.

1941-42 Report of the Chief Inspector of Schools

Spanish: In my report for the school year 1940-41 I discussed the desirability of paying more attention to the study of Spanish. While our Programme of Studies for many years has provided two courses in Spanish (Spanish I and Spanish II) only a handful of students have studied this language. No alteration in these courses was made in the recent revision of the High School Programme. The courses as they stand could be improved and better text books are available.

During the past year considerable interest in Spanish developed and a demand for the language is evident. A similar movement is under way in the British Isles, as evidenced by articles in recent issues of the Educational Supplement of the London "Times". The war is a factor in this new attitude, but English educational opinion is influenced by the fact, or by the belief that few students have gained, or are likely to gain, an effective mastery of French and Spanish gives "more miles to the gallon", as one English writer has put it, than either French or German.

The hope that the study of Spanish by British Columbia students will lead to furthering commercial relations with Latin America and that it will open to these students positions in the business world is not confirmed by the experience of schools in California



and other States where Spanish is studied. The chief outcome of the study will be increased knowledge of the Latin American (in some countries, the Indo-American) world, and the personal satisfaction of learning a rich language in which reasonably proficiency can be obtained.

As Spanish is a language easier to learn than French it has been studied to meet College Entrance requirements in the United States by the linguistically less able students. Their presence handicaps the more able who are likely to make later use of the language. Some measure of selection should be employed if the study of Spanish is to return individual or social dividends. Previous success with Latin or French would be a good criterion.

A large amount of 'transfer' may be made to Spanish from Latin or French, particularly from Latin.

1942-43 Inspection of Schools

H.B. King, Chief Insp.

Spanish: During the year a new three-year course in Spanish was prepared and published in a bulletin. As the subject may now be continued at the University it should soon be upon a good footing in the schools. It should be possible to start Spanish classes in schools outside of the larger centres with reasonable expectation of finding a successor to a teacher who may have vacated his position.

The practical and cultural values of Spanish, its importance upon this hemisphere, having been referred to in previous reports. It should without delay be put upon the same footing with respect to admission to the University as the other languages now recognized. There are no reasonings which may be offered in opposition to this policy which will stand scrutiny. p. 35





APPENDIX II

DEPARTMENT OF EDUCATION, BRITISH COLUMBIA,  
PROGRAMME AND GUIDE FOR FRENCH IN THE ELEMENTARY SCHOOL,  
FIRST COURSE, 1961



### SPECIAL NOTE

Schools will be permitted to offer a limited programme of conversational French for pupils of average or above-average ability at the Grade VI and VII levels subject to the following:

- a. Approval of the Board of School Trustees and District Superintendent of Schools.
- ~~b.~~ The course being taught by a regularly certificated teacher on the school or district staff competent to handle this type of work.
- c. Provision of any necessary materials as indicated in the bulletin, Programme and Guide for Teaching of Elementary French.
- d. Enrolments to be on a voluntary basis and restricted to pupils of average and better-than-average ability.

It is advisable to exercise some care in deciding whether or not this programme should be introduced in a particular district or school. Its potential value is largely a matter of opinion rather than objective evidence. Experimental work in various centres has proceeded on the assumption that such a programme could make a small but significant contribution to the education of certain pupils. In the subjective judgment of those concerned, no evidence has been found to contradict this. The programme should be considered as a means of enriching the curriculum for able pupils. Consultation with those concerned with regular French courses at the senior level would be advisable.





OBJECTIVES FOR THE TEACHING OF FRENCH IN THE  
ELEMENTARY SCHOOL

Study of a second language has both practical and cultural values. For example, the ability to understand and speak another language is a vocationally useful asset in adult life. Furthermore, the experience of learning another language can result in a more intelligent approach to other peoples and cultures and a deeper appreciation of one's own. Such objectives as these underly the whole programme of foreign language teaching in the schools. Naturally their application will require more specific definition to guide the teaching of a particular language at particular grade levels.

The objectives of this programme are as follows:

- (1) To stimulate interest in speaking and understanding the French language and to create enthusiasm for the further study of the language.

It is generally conceded that learning to speak a language is a process which comes most naturally and agreeably to young children. Their speech organs are flexible, and the pronunciation they develop has a much better chance of approximating accuracy. They lack self-consciousness, and learning is a pleasurable experience for them and not a chore. The enjoyment and confidence young children derive from their early contact with the foreign language should increase their desire to continue their language study.



- (2) To enrich and extend the pupils' educational experiences through acquaintance with another language and another culture.

Young children are eager to know how other people live and to learn about their songs, their stories and legends, their games and their customs. The speaking of another language in real and meaningful situations can develop this interest and understanding more effectively and vividly than any other experience.

#### Teaching Objectives

There are three important objectives governing the development and teaching of this programme. First is the objective of teaching real French in a real situation. The main problem in learning a language is to acquire speech patterns. This programme, therefore, emphasizes the most essential patterns of speech occurring in spoken French.

The second objective is based upon the principle that children learn by doing. Hence stimulating activities and simple, familiar, living situations are used to give meaning and interest to the learning of the new language.

The third objective is to make this programme a valuable part of the total education of the child rather than an isolated course of study. The content and activities, therefore, should be related to other subjects in the school including Art, Music, Dancing, Literature, and Geography as well as to the home and community. In this way, the study of a second language can raise to a significant degree the pupil's interest in going to school; home-school relationships can be strengthened; children can use their new language at home and at play, and parents themselves will find keen satisfaction in evidence of worthwhile learning.





In addition to these objectives it seems important to note that this programme is not a "play experience" but a bona fide educational programme in which worthwhile learning is expected. Instruction is organized around units arranged to promote progressive development in the use of the language. Care should be taken to see that the emphasis on interest and activity is balanced with a reasonable emphasis on mastery and thoroughness of learning.



APPENDIX III

NOTES TAKEN BY MR. TIM CREEERY IN  
PREPARATION FOR THE SERIES OF ARTICLES FRENCH FOR THE  
FRENCH IN ENGLISH-SPEAKING CANADA





1963, (fall of)

Nantel articles in La Presse. If it weren't for the religious congregations of Quebec sending teachers to British Columbia, there probably wouldn't be any bilingual schools.

Rev. Zéphirin Bélanger, 67

19 years in British Columbia. More and more English Canadians ask me to take their children. Bélanger curé of the parish. Grades one to seven in Saint Sacrement School. Want preserve as French-speaking parish, keep French atmosphere. Parents fear too much French. Come from all over Vancouver to school. About 10,000 French-Canadians in Vancouver of whom half have lost French. When marry English become English-speaking. Very few professional people in the French language group. Three doctors, one lawyer in Vancouver. Certainly a renouveau, un changement ici. We're here for 16 years, started school in 1954, before that there was nothing. Four Fathers of the Blessed Sacrement, two Brothers. From Rivière du Loup. Government in favor of French in schools, but haven't enough teachers. M. A.M. Mackenzie did much for French à l'université.

re French language in British Columbia - They've been saying it's going to disappear for a long time. In Catholic schools Irish teach French in English. Can't teach French interestingly if teach in English. (French only starts at Grade eight). 15 years ago there was just one French-speaking parish - Notre Dame de Lourdes; now there are six -

New Westminster -- Notre Dame de la Paix

Maillardville -- Notre Dame de Lourdes

Notre Dame de Fatima



Vancouver -- Saint Sacrement

Victoria -- St. Jean Baptiste

Port Alberni -- Notre Dame des Victoires

Radio Canada stops at Edmonton - "C'est la fin du pays  
pour nous autres".

First Congress of Acelf in Vancouver this August.

Very few from Quebec in B.C., mostly came on to B.C. from  
prairies.

Maillardville - small group of French Canadians worked  
at Fraser Mills, found to be good workers. Father Maillard,  
was asked to bring 'em out, brought the largest part from  
Hull. Crown Zellerback now owns Fraser Mills.

Un changement énorme depuis 15 ans dans l'attitude  
des Anglais vers le français. "Speak white, please," when  
I first came, hardly ever happens now. Getting old but  
still bon pour faire la lutte.

Bish of Victoria, Rémi de Roo, 39, youngest bish in  
Canada, better for French than Duke, appointed last December.

#### Father Guy Michaud Notre Dame de Fatima

Coquitlam municipal district, Maillardville a part  
of it. 300-350 homes where the two parents are French.  
Notre Dame de Lourdes is the neighboring parish. We have  
two courses - one for English with about 85 students, and  
one for French about 270 students. Give explanations in  
French in addition to English, history in French as well.

Grades one to eight inclusive, have closed nine and  
ten for two years to get trained teachers. Haven't money  
for teachers, rely on religieuses. Top pupils get to  
Collège St. Jean à Edmonton, five or six to English Catholic  
private schools.

Chairman of our School Board is Philippe Filiatrault,  
wholesale milk route in Vancouver, also a member of the  
municipal council of Coquitlam, born in Maillardville.





Father Michaud born Edmonton. Another French school in Notre Dame de Lourdes.

We would not just be satisfied with French in the schools. En plus d'être Français, nous sommes catholiques. Premièrement nous sommes en faveur d'écoles catholiques. Alberta's highs can be separate, not have separate highs in Saskatchewan.

Not bad system in Alberta, would like more French, French mostly a second language even for French Canadians. Attitude of Quebec is not the same as ours.

Our schools cost \$80 per pupil per year, public schools cost \$400. We figure our schools -- Lourdes and Fatima -- save ratepayers \$300,000 annually.

Re French-English Catholic difficulties: Ca sert à rien à lancer les pierres aux autres. Nous avons à vivre avec les Anglais.

About 1910 about 60 families came to Maillardville. Fatima was established in '47 as second parish.

#### Filiatrault, 31

Born and raised in Maillardville. Father came from Labret, Saskatchewan, near Regina, when he was 11 years old. Mother from Sherbrooke, brought out at age two.

About six thousand French population in this area. I don't speak French at home, except a bit now that kids learning French at school. Wife American, met her when he playing ball in minor leagues. In B.C. at present time French is a luxury. Hope to have French radio station and one or two hours on TV in the morning.

We spoke French in our home when I was a kid but as soon as you went in the yard it was all English.

Vancouver Sun editorial.



J.B. Goulet, 59, manager of Caisse Populaire de Maillardville, established 1946, a director of Fédération des Canadiens français de la Colombie-Britannique and chairman of its radio and TV committee. There are a few garages in Maillardville where you can conduct business in French. One caisse here, one in St. Sacrement parish. I came from farm in Bellechasse County, 20 miles from Lévis. Been 19 years here after spending 19 years in Saskatchewan, was school teacher, general merchant. There are a lot of French Canadians in the sawmills in the interior.

Was chairman of school board when closed separate schools in Maillardville April 2, 1951 - demanded transport, exemption from taxes on buildings. September 1952, reopened schools. Had obtained nursing and dental services afforded public schools, also book rental.

Attitude of B.C. government: "Nous n'existons pas".

We don't want more French in the public schools. We want our own private schools. "Aucune espérance sans un système séparé." What we want is school where can teach language and religion.

On the other hand, Goulet said: Anything government can do to help would be welcome, modality does not matter, doesn't matter what the system is. But in my personal opinion public would prefer separate system.

Joseph Pallard, 41, former president of La Fédération Canadienne Française de la Colombie-Britannique.

Comes from Ste. Agathe, Manitoba, near Winnipeg, both parents from France. General manager of a furnace sales company. About 1,000 members in the federation. Federation made up of local cercles, object is to form parishes wherever cercle big enough. I think in next few years will see laymen play a bigger role. Increasing rapprochement with English protestants, effort to understand. Have never asked govern-





ment for French as language of instruction in schools where French speaking in majority. French groups spread around, long way from one another.

Dean Chant of UBC Arts and Science

At time of Royal Commission the cry was for starting French early, we went into that; but not from standpoint of French-speaking school. Terms of reference of commission excluded matters pertaining to distribution of funds for school purposes, so issue of provincial support for parochial schools didn't enter into it. Reported in November of 1960, set up in 58.

No legislative stricture against teaching in French. French in British Columbia - you have to seek it out.

Re French as language of instruction: "You're placing the children under a handicap, would sacrifice, children's interests to alter it (the system)

Isn't it possible to become bilingual sans taking all instruction in French?

There's no doubt about it, being bilingual is a tremendous advantage if going to move around the country at all.

Couldn't you bring 'em up bilingual sans all instruction in English?

I suppose.

Course in French Canadian literature at UBC. French Canadians on staff from Edmonton, French Canadians from Quebec not like it here.

The problems of Quebec don't affect us much directly, only insofar as affects whole national situation that it affects us.

Some of the finest Canadian literature is in the French language.





Charles Block-Bauer, president of Alliance Française in Vancouver.

Austrian, came to Canada in 1947, executive in Canadian Forest Products, Company owned by his family. Classes mostly for adults. Also classes for 6-10 year olds, 10-15 year olds.

Has been member of Alliance for 35 years, first in Vienna.

Fr. Bader-

off rec.

Church provides national parishes where people find it impossible to adapt to new language in administration of the sacraments. Blessed Sacrement Parish is a national parish, the three in Maillardville and New Westminster are territorial parishes. Canada is officially bilingual and they have just as much right to live as we have, but practically there is this segregationist aspect.

If lose language tend to fall away from faith as well.

/lb

Charles Black-Hunter, president of Alliance Française in

Vancouver.

London, came to Canada in 1917, executive in

Canadian French Province, company owned by his family.

Classes mostly for adults. Also classes for 5-12 year olds,

10-12 year olds.

Has been member of Alliance for 25 years, lives in

Vancouver.

Mr. Hunter-

off rec.

Speech provides national parishes where people find

it impossible to adapt to new language in administration of

the sacraments. Blessed Sacrament Union is a national

union, this union in Halifaxville and New Westminster are

separate parishes. Canada is officially bilingual and

they have just as much right to live as we have, but pro-

tectionists in this representative aspect.

It loses language text so that away from French as

well.

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